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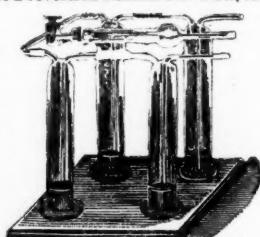
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## The Atlanta Meeting. II.

### Educational Needs of the South.\*

By PRES. CHARLES W. DABNEY, of the University of Tennessee.

Social evolution like everything else in the universe is continuous. The Southern civilization of the future will be the outgrowth of that of to-day, as the civilization of to-day is the product of that of yesterday. The present educational needs of the Southern people arise from existing conditions which to a large extent grew out of the peculiar conditions of the past. The schools for which we strive must then be built by Southern men and women on the foundations already laid and in accordance with the established principles of Southern civilization.

We speak of the Civil war as a revolution, and it was a complete revolution of our whole life, political, social, and economic. But to the scientific student of history this great cataclysm was only a phase of the regular evolutionary process, a necessary step in the development of our institutions. It has served much the same purpose in our social evolution that the French revolution served in the development of the European peoples.

In the old South there was a caste system of four general classes: the aristocracy of wealthy planters and slave owners; the small farmers, living chiefly in the hills; the poor whites of the low country, and the African slave. The number of the planter class is greatly exaggerated in the popular mind. The great body of the people belonged to the class of the small farmer, a sturdy yeomanry, who by energy and thrift sometimes broke into the upper class. The planter class, however, largely domineered the country and to a great degree repressed the small farmer and poor white man. Without the right to do it the planter filled the roll of the feudal lord in his relation to his poorer neighbors.

The war not only freed the black man, it freed the other classes as well. It liberated the poor white man from the bonds of this semi-feudal system and established him for the first time in full citizenship. It liberated the minds and spirits of the aristocratic classes, and by throwing them upon their own resources made them a stronger and better people. In liberating all four classes of Southern people the war cleared the way for the true democracy which will come only when all the people are trained to the responsibilities of the new day. The old civilization, whose ruling class was an aristocracy of land and slave, has thus given place to a political and industrial democracy with no ruling class whatever. Herein lies our danger, and out of this fact grows the special necessity for a system of popular education which shall teach all our citizens to think clearly and act fearlessly, each for himself.

The war led us to form a new conception of the rights and powers of the individual, be he lord of the land, small farmer, poor white man or negro. True it is that the Southern conception of the rights of the individual is still far from the ideal, but it is growing and will continue to grow with the educational and economic improvement of the depressed classes.

\*From a paper read before the Department of Superintendence, N. E. A., at Atlanta, Ga.

Now this growing conception of the rights and powers of the individual is accompanied by a growing consciousness of his need of preparation for all his functions, especially for the performance of his duties as a citizen. Witness these great conventions of colored people like the one held recently at Tuskegee. Witness also the political uprising of the poor white man a few years ago under the Farmers Alliance and the Populist party. Witness also this great movement for better schools which is now stirring the whole South. The poor white man has awakened and is pressing the rights of his child to full, free development, and to him we now look as our chief supporter in this fight for schools.

The actual development of such a system of free public schools has been long retarded by the conservatism of the aristocratic class which refused to recognize the new individual and held as long as possible to the old institutions and ideals. It has been delayed further by the poverty of the Southern people, by the sparseness and consequent isolation of the population, and by the absence of roads and other adequate means of communication; but this new conception of manhood has now caught the mind of the plain man and will soon give rise to a great new system of education, supported by all the people for all the people.

History teaches us that systems of education are even more dependent upon economic, than upon political and social conditions. Political and social institutions are, in fact, largely the outgrowth of economic environment. It will help us therefore to get a better view of the situation in the South if we next recall a few facts of its economic history.

The industrial organization of the Old South was almost entirely rural. A system of slave labor compelled the South to remain almost exclusively an agricultural section. It drove out all other labor and so banished all manufacturers, except those of the plantations. Most of the simple arts and industries were represented upon the old-time plantation. The spinning and weaving houses, the wagon and blacksmith shop, the carpenter and cooper shops were the factories of those days. They were also the industrial schools of the South.

As the white family was the only social unit, so the plantation, with its slaves grouped around a single white family, was the only industrial unit. Commercial centers there were, but there were almost no manufacturing towns. The old plantation was similar to the old English Manor, a community in which the labor of the members supplied all their wants except the finer groceries, the broadcloth, the silks, and satins. My grandfather, an old Virginia planter, boasted that he ordinarily bought nothing except cotton, bar iron, and wool hats.

In a society built on these foundations, education, and all forms of culture developed along strictly aristocratic lines. The numerically in the minority, the wealthy planter, with his intensely individualistic ideas, dominated everything. He employed private tutors for his children and sent the older girls and boys to the North for their higher education. In some cases several families might combine to support a school, but it was a

private enterprise still, and the upper classes looked down on the common school as a thing beneath them. Some of the states had a few schools for the poor, commonly called "Poor Schools" or "Hedge Schools," which did little good even for the classes they were designed to benefit.

There were few teachers of Southern birth in the country. It was a profession not highly thought of, and the tutors of the children were ordered from the North along with fine groceries and silks. I remember having read a letter from an old South Carolina planter to his factor in Providence, enclosing a long bill of goods whose last item was: "One school marm, not too young or good looking, who can teach French and drawing." The South was greatly indebted to the young "Yankee School Marm," and her brother frequently a graduate of Yale, Amherst, or Williams, and their office was duly recognized and they rarely failed to attain to a high social position and to become devoted Southerners. It was a broadening influence for both North and South, this service of the Northern school teacher in the South, and I doubt not, if the author of Uncle Tom's Cabin had taught school for a period on a Georgia plantation instead of in a Connecticut village, she would have greatly modified many of the statements in her famous book.

In such a society as this, with a population essentially rural, scattered over a sparsely settled country, intensely individualistic without towns or any larger social units, it has taken a long time to develop the social spirit and the habit of co-operation, so necessary for the support of good public schools. When, to these conditions, there were added the burden of establishing and maintaining a duplicate system of schools for the two races, side by side in the same villages or neighborhood, the difficulties in the way of the public schools became greater than any people of equal power had ever faced before. The struggle of the Southern people with this problem will, when known, command the highest admiration of every student of history.

Let us next seek to learn something of the educational conditions of the Southern populations. In 1900 the eleven South Atlantic and Gulf States, including Tennessee and Arkansas, of the 8,500,000 whites, ten years of age and over 1,000,000 were illiterate. One-third of the illiterates of this country are found in the South which has only one-fifth of the population. Of the 5,000,000 blacks in the same states, ten years of age and over, 2,500,000 were illiterates. In the same states, again, of 4,500,000 white men, 21 years of age and over, 1,200,000 were illiterate. More than one-half of all the illiterate white males of voting age in the United States live in the South. Of the 2,500,000 negro males of 21 years of age and over, 1,200,000 were illiterate. In other words, 6,900,000 grown men, white and black, there were 2,400,000 who could not read a ballot. Disfranchisement can only be a temporary and partial remedy for this awful condition. We can never build a true democracy from this kind of material.

How about the children and their schools? In these Southern states there were last year about 4,000,000 and 2,500,000 black children of school age. Sixty-two per cent. only were enrolled in the schools. Only 45 per cent. of the school population were actually in school some 80 or 90 days. As a matter of fact one white child in every five is left practically illiterate, and one-half the negro children never really learn to read. The reports of the superintendents show that the children who go to school at all stop with the third grade, which means that they barely learn to read and figure a little. No wonder that 24 per cent. of the grown people in these states, whites and blacks together, cannot read and write. Three terms of schooling, at the best, is what we are giving our children as preparation for citizenship.

How then but by universal education shall we qualify the members of the democracy for the discharge of their

duties? No selection of persons to be educated is possible. When you select any class to be educated, you sow discontent over the land and the ignorant portion of the population simply adds to the state's burden, rather than to its wealth and power. Besides when we select a portion of the people to be educated we are sure to neglect the very ones that most need training. In a democracy, the free public schools is the only system of education that is efficient. There is no way to reach all those who need to be educated except by training all the children at the public expense.

Universal education by the state is the only solution of the Southern problem. This was the doctrine of Jefferson, the prophet of our American democracy, and this principle is now embodied in the constitutions and laws of every state in the Union. It is our duty to carry out this doctrine in practice. Schools must be provided for all the children, both whites and blacks, and when we have the schools we must have compulsory laws to put the children in them.

Eighty per cent. of the Southern people live in the country! The great question for us then is how to provide elementary rural schools within the reach of every child in the country. Every other consideration is a detail compared with this one of good elementary schools for the people of the rural districts. Questions of school legislation and organization; plans for consolidation and transportation of pupils and other such matters must be decided in accordance with local conditions. They need not be discussed here. The vital question for the South at this stage, is the question of more money for the schools. In school-houses, costing \$300 each, under teachers receiving an average salary of \$27 a month, we are still giving the children in attendance five cents worth of education a day for only 80 or 90 days in the year. So long as these conditions prevail the question of money for the schools will be the chief one.

#### The National Aid Question.

The question as to whether the South should accept national aid in performing this great national duty is an academic one of the present time, but since the question has been recently raised by such a distinguished authority as the president of Harvard it may be permitted to mention it here.

Any plan of national aid should provide, not a largess for the South alone, but a consistent rational plan for uplifting the retarded and depressed population in all portions of our country. The people of some counties in Maine and in New York are as illiterate as those in the worst counties in the Southern Appalachians. It is truly a national question, not one for the South alone, and we should take this broad view of it.

We note, in the first place, that some persons speak of national aid to the states for the purpose of popular education, as if it was aid from the outside which it would be humiliating, or, at least, unwise to accept. It is a characteristically Southern and noble sentiment that suggests this idea. But have we Southern people fully realized that we are back in this government, that we are, in fact, an inherent part of it?

Is not the national treasury our treasury, is not the money in it our money, put there in part by us? Is not the negro as much a ward of the nation as the Indian? If the nation provides for his education, this wild child of the plain, is it not under an even greater obligation to provide for the education of the negro? During the recent wars the South was deeply stirred by national feeling and took a large part in a struggle involving the national honor. When we give the blood of our sons for the national aid in a service of war, may we not honorably accept the aid of the national treasury in this greater service of peace?

But some fear that in national aid there lurks danger of federal interference with our state systems of schools. This, of course, we cannot permit. The right of the state to control schools and all their affairs is a principle that has never been questioned in the national

councils. Andrew Jackson himself favored the distribution of the accumulated national funds to the states for the purposes of education. There is a precedent already in the appropriation of national funds to the states for the support of their agricultural experiment stations, and we have suffered no embarrassment from any attempt at federal control of those institutions. When measures of national aid are actually proposed, if they ever are, our representatives will frankly take up this phase of the problem and will be sure to firmly maintain the rights of the states to control their schools thru their own officials in accordance with their own methods. It will be done in this way or not at all.

Methods can also be found to aid needy communities without paralyzing their own powers, either of initiative or support. Plans can be devised, on the other hand, for using aid to arouse their initiative in improving the educational conditions and to encourage support to the local schools. National aid should be given in proportion to the needs of the people as shown by school population, illiteracy, and property valuations, and in proportion to their sacrifices to help themselves. While we are helping the Puerto Ricans and the Filipinos to establish their schools, we should help our own neglected peoples wherever they are found.

It will be seen, thus, that this is not a Blair bill that we want; we rejected that long ago and I hope, for my part, that that particular measure may never be brought forward again, but we do need some measure which shall make the wealth of the whole nation contribute to the education and general social improvement of all peoples, who by reason of their poverty, their isolation, their race or recent condition of servitude, or from any other cause, have not been able to take their place in the grand army of American citizenship or to catch step with the march of modern progress.

#### Education of the Negro.

We do not need to add anything to what has been said on the subject of the education of the negro. If we believe in universal education, we must believe in training the black man as well as the white, for this conception now includes every human being; we believe now that all must be educated—that every human being has a right to an education. God has a purpose in every soul he sends into the world. The poorest, most helpless infant is not an accident, a few molecules of matter, or a few eons of energy merely, but a "plan of God," as Phillips Brooks has said, "destined to do a definite work in the universe," a part of divine plan or creation, and as such deserves to be trained for its work. This, it seems to me, is the fundamental argument for universal education,—that every child has a right to a chance in life, because God made him and made him to do something in the universe.

Every intelligent Southerner now believes that the right kind of education makes the negro a more thrifty, a more useful, a more moral, and a more law-abiding citizen, as it does every other man. Every Southern state is now committed by its constitution and laws to the principle of negro education, and in their legislatures and courts they have so far successfully resisted all proposals to divide the school funds, or to reduce the resources of the schools of the colored race to the taxes paid by them. If we disfranchise the negro it only makes more binding our duty to prepare him for the proper use of this prerogative of citizenship. In fact, the disfranchisement acts are all working to compel his education. The Southern people will be fair to the negro in these matters. Any other course of conduct will not only dishonor, but will injure their own race.

It is not so much a question of the kind of education we shall give these people, as to whether we shall make it exclusively industrial, as advocated by one great leader of the race who lives in Alabama, or a higher education, as is desired by the other great teacher of his people who lives here in Atlanta. But the chief question now is education—the training, the simple elementary training of

a child-race to perform the ordinary duties of life and to become decent American citizens. It will be time enough to discuss the merits of industrial education as against those of the higher education when we have provided good elementary schools for the negro children and have sufficient teachers for them.

Again, the important question is how to provide the means with which to build these schools and pay these teachers. With, or without national aid, the Southern people will find a way to educate the negroes. It is merely a question of time and of methods; but we will do our duty to these our childhood friends, the laborers in our fields and in our homes. We people of the South have already led the African slave to heights which it never could have reached without our assistance, and so in freedom let us lead him on thru the school to character, usefulness, and prosperity. In the words of that splendid young hero and prophet of Georgia, whose statue stands here in your streets to remind Southern men in all generations of a life spent for the salvation of their and his beloved land:—"Let us make the negro know that he, depending more than any other on the protection and bounty of the government, shall find in alliance with the best elements of the whites the pledge of safe and impartial administration. And let us remember this: that whatever wrong we put upon him shall return to punish us. Whatever we take from him in violence, that is unworthy and shall not endure. What we steal from him in fraud, that is worse. But what we win from him in sympathy and affection, what we gain in his confiding alliance and confirm in his awakening judgment, that is precious and shall endure—and out of it shall come healing and peace."



#### Dr Winship on Herbert Spencer.

Herbert Spencer was the greatest educational force of the last half of the nineteenth century. As an individual opinion this would have no significance, but it is as near an official utterance as is possible for the United States government to deliver on such a question.

In the Congressional library in Washington, our noble shrine, the government has placed the names of ten educational leaders selected from the world's history. Only one of these was chosen from the last half of the nineteenth century. Only one was alive when his name was blazoned on the roll of honor—that name Herbert Spencer. In the presence of such a fact it matters little what we may say here to-night by way of criticism. The edict has gone forth from an authority higher than that which now sits in judgment.

This honor is all the more significant when we remember that he was not identified with any institution, that he failed to create as a genius, to develop the skill of an artist or perfect the power of a master. Germany gave the world more than one educational genius in his days. Sweden produced more than one pedagogical artist. France made more than one attempt at the making of a master, but Herbert Spencer was a greater force than genius, artist, and master combined.

What Bushnell, Beecher, and Brooks were in theology and in ecclesiastical courage, Spencer was in education. His was the fascination of personality in phrasing, of relish in thinking. In whatever he thought or said there was a nervous impulse that set the school men of the world aglow with interest in proportion to the spasms created among the philosophies before which he did not bow.

What Darwin and Huxley were in science Spencer was in education. He was an evolutionist in spirit, though not as a scientist. In the social order rather than in the animal kingdom, in human nature as much as in nature.

What Sheridan was in the Shenandoah, Spencer was among the school men who awaited a leader. He was never an architect but a fountain of heroic inspiration.

Spencer was a literary man before he was a philoso-

pher, a writer before he was an educator. He never knew the masters as a worshipful disciple. He bowed before no master, for he had been trained by none. His training was as a railroad engineer, and for eight years he threaded railroads over the British Isle. Thus he came to philosophy unbiased by tradition, and was able to think independently, to project ideas as he had projected railroads. This prevented the customary arrested development which afflicts so many philosophers who, when once under the spell of a scheme of thought are unable thereafter to think of or experience anything without being class-conscious from the standpoint of their theory.

It is evidently a satisfaction for any one to have the conceit of seeing everything in time and eternity as fitting into a philosophy as clear as crystal to themselves, as hazy as the milky way to everybody else, but such a state of mind often operates as an undertow, carrying one backward from the shore whenever he attempts to land. Spencer was always being carried forward on the crest of a wave, being a part of its foaming billows as it broke upon some new shore.

He was not always right and was rarely consistent, but he was always getting somewhere, was always attractive, always alert.

He would have lived and died a railroad engineer and never have disturbed the equanimity of the self-satisfied philosophers had he lived in America, where railroad building never ends, but in Great Britain the end of the railroad boom came early in his career.

He could be enthusiastic over the projecting of railroads into new parts, but he could not be content to play the part of a repairer of road beds, or of laying side tracks of steel. Thus he abandoned the profession for which he was trained and suggested new tracks for philosophy and pedagogy, and our mighty educational locomotives are freighting new philosophies into new fields because he refused to be a repairer of old lines of thought or a builder of side tracks for the philosophies of Germany or Greece.

Every flush of life and flash of light that reinvigorates the university of to-day is due to the rays that purpled the dawn when Herbert Spencer said: "Let there be light in every nook and corner of the educational world."



### The Superintendent and the Course of Study.

(Abstract of paper by Supt. W. H. Elson, of Grand Rapids, Mich.)

The superintendent should be the expert, par excellence, on course of study, particularly as to its general scope and method. The course should be suggestive rather than prescriptive. It should represent the combined work of principals, teachers, and the superintendent. The principals and grade teachers should have representatives on the superintendent's cabinet for the discussion of matter and method. This insures not only a good working formula but intelligent co-operation in carrying it into effect. The superintendent must know more than any one of them about the subject in its wholeness and unity but his subordinates may know more than he in their respective fields, especially as to what is attainable in the several grades. We need more democracy in our educational practice, more recognition of the ideas of the workers, more freedom, and a larger demand for the exercise of personal good judgment on the part of teachers. A system of schools organized in this way becomes a normal training school of the best type.

The superintendent's influence in administering a course is more important than in constructing it. This should be a wide extensive influence rather than a narrow, intensive one, giving subordinates large freedom within reasonably wide boundaries and passing upon results rather than dictating specific methods. We need not only organization and unification of the subject-matter of the school course, but more than all else we need a method which shall use the child's gains in knowledge

in progressive achievement, applying these to the everyday problems of life within the range of his capacity and experience. This demands not only an enlargement of the field of the manual activities of the school but also the recognition on the part of teachers of the fundamental value of these in the growing life of the child. The school should give more manual work, tho not less knowledge—more basketry, weaving, sewing, and knife-work. We do not need less number work and less grammar work, but we need a method by which children shall be encouraged or enabled to use their growing number knowledge consciously and progressively in form and art work, in nature study and geography, and in the various manual doings related to these and other studies. Similarly they should be enabled to use their growing knowledge of grammar in creative oral and written language work in relation not only to literature but to every other subject of vital interest.

The superintendent's faith must be "large in time." A good course of study is a growth. It is subject to constant change to meet new conditions and new insight.



### The Choice of Teachers.

INTERSTATE COMITY IN RECOGNIZING CERTIFICATES AND DIPLOMAS.

State Supt. G. W. Nash, of South Dakota, said that the question seemed to be, Shall the states of the Union remain petty educational monarchies, separated by walls of law, and given merely to the worship of local institutions; or shall they establish a national standard of excellence—neither too high nor too low—to which all sections may measure up and thus secure suitable recognition? "The biased manner," he added "in which I have stated the question indicates my view point. I am indoctrinated with the belief that we should have general recognition of state certificates and life diplomas. This concession should be made, no matter whether such credentials are based upon graduation from the advanced courses of accredited normal schools, upon completion of approved college and university courses leading to degrees, or upon passing examinations in certain required subjects. But who shall fix the standard and accredit schools? The national commissioner of education could fittingly perform such service. The commissioner's judgment would naturally govern with the several state departments."

Mr. Nash insisted that the law of comity demands that skilled teachers shall be permitted without embarrassment, to pass beyond the borders of their own commonwealth. "If practically uniform laws governing the issuance of limited state and life certificates shall be secured, and if then, in generous mood, the state superintendents shall exercise their rights under such laws, one of the barriers to real educational progress in America will be removed.

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## What Nature Study Should Give\*.

by MRS. CORA C. STUART JONES.

Nature study in the past has been narrowly interpreted as bringing of root, branch, and bud to the school-room to be examined in detail, specimen study unrelated to its environment. Progress calls for change in old methods. Education has been formal and linguistic. To master the printed page has been its object. To-day educators realize that something is wrong with the system, that a new inspiration must be found, and on every side we see a tendency to return to nature and simplicity. The old system of knowing is giving place to the new system of doing, and the do-less child of the city must be taught the handicraft which expresses the spirit within. Thru action he must create, express his individuality, and produce something for the progress of civilization.

In adult science we have studied dead things too long. Science teaching, dependent upon cabinets, stuffed birds, and dried grasses must be replaced by field lessons, which means that our public school children shall be taken by classes to the shore and country, there to study birds in relation to insect life and the preservation of forests, to study the toad, as the salvation of the garden, to know soil and the reasons for its productiveness,—in fact, to know nature at first hand, and thru intimate acquaintance and increased interest, to dignify farm labor and add a new interest to the vacation period of the city child. Nature study means out-of-door life as opposed to indoor study—nature and not science.

Professor Bailey says, "Nature may be studied with either of two objects. To discover new truth, for the purpose of increasing the sum of human knowledge—this produces scientists and specialists—or to put the pupil in a sympathetic attitude toward nature for the purpose of increasing the joy of living. This enriches our lives whatever our business or profession. Nature study is spirit. It concerns the child's outlook on the world. The best thing in life is sentiment born of accurate knowledge. More than any other movement, it will reach the masses, and by uplifting their ideals, methods will change.

Our curriculum is overcrowded. Practical nature study with its message of simplicity and action, two attributes of childhood, is thru field work, gardening, manual training, cooking and sewing, and the school-house as a social center, responding to the natural impulses of the child, and will surely subordinate and simplify the complex formal methods of to-day—knowledge in use, the active method opposed to passive.

Life means combat and struggle. It is for nature study to direct that struggle to teach which bacteria, insect, and animal is valuable or harmful, these to be studied out-of-doors in their natural environment, rather than as specimens in the school-room. Such knowledge is a valuable possession. Creative spirit is aroused. The economic necessity of such knowledge is apparent in the devastation of our crops alone. The study of it has great human value, and it eliminates the desire to kill for sport's sake—substituting the camera for the shotgun.

What the best and wisest parent wants for his child, that the community must want for all its children. We ask modern nature study to give back to the child what the change from agricultural to industrial life has taken from it, and, in the rush of civilization, to find that "peace which passeth understanding," and the happiness that follows interest in one's environment. It seeks to give to the child, becoming a slavish imitator within the limits of brick and mortar, the creative power, a broad, human sympathy, keen and accurate observation, unselfishness, and a large sense knowledge. In the agricultural life, the farmhouse was the center of activity, in which was carried on the typical forms of industrial oc-

cupation. Children helped to shear the sheep, card the wool, and ply the loom.

We cannot overlook the factors of discipline, of character-building involved, training in responsibility, in habits of order and industry, prompt obedience, and the obligation to produce something in the world, and to do his own part faithfully in co-operation with others. There came the intimate acquaintance with nature at first hand, constructive imagination and logical thought. Educators, realizing that primitive industries cannot be reinstated, strive to give the child contact with the earth without the early hours or nerve straining labor of the farm.

The community spirit is cultivated rather than the scholastic, that which makes the child a law-abiding citizen and a good neighbor. Scholarship is not the ultimate aim of our school population. Scarcely one per cent. of the school population attain higher education, only five per cent. attain the high school. They do not seek intellectual life. Their problem is work, and the school a tool with which to earn their bread and butter. Therefore, if our schools thru activities appealed more to their dominant interests, the hold of the school would be more vital and prolonged.

Intellectual life should not be the sole aim of the school, but each child should be trained as a member of a small community, filled with the spirit of service and the power of self direction. His intense activity needs no repression, but intelligent direction. Everyone who has trained a family of children knows that work, and not punishment, is the cure for mischief. If the relentlessness of the school-room found its outlet in a fair proportion of hand work, we would hear less of discipline. The doing side of life must have its fair proportion of hours, and training in accuracy must fit pupils for life work. Ideal, intellectual education is not to be undervalued. The few who attain it have ample opportunity in the high school and university. The elementary pupils need education that gives them interest and happiness in their environment. We need to emphasize the community spirit as opposed to the selfish absorption of facts.

Nowhere is the community spirit better trained than in the school garden. Here is co-operation, natural division of labor, unselfishness. France allows no school-yard plan without a garden spot, and eighty-one thousand gardens lie between Sweden and Switzerland. The benefits are past the need of demonstration.

Vandalism is the direct result of this lack in our education.

It is a marvel that our educational system makes no provision for either school gardens or field work for the children. The pressure from the university and the kindergarten, the top and the bottom, will soon force it thru the elementary school. Why not open the door for it before it breaks in of its own weight? Let our boys in manual training make bird houses, and be taught that the world would become a desert in nine years but for the insect-eating bird, that 5,000 eggs of plant lice were found in the crop of one chickadee. Then, boys will not destroy birds' nests. Tell them how the frog purifies the water for cattle and what the toad means to the garden, and they will not cover the spring pools with slingshot and gun, but instead spend their energies gathering eggs to be hatched in glass bottles. Children's boundless activities find their outlet in destruction, because of their ignorance. "Give the average child the rudiments of knowledge concerning the uses of our plants and animals, and their destructive energy becomes protective."

Aside from bacteria, insects are the worst enemies of man, and since they cost us \$400,000,000 annually, we should educate the community to intelligently discriminate between those which by cross pollination give us our most valuable fruits and those which divide the product of the farms. The insect tax for Massachusetts is \$10,000,000. One toad can catch eighty-six house

\*Substance of an address delivered before the Massachusetts Horticultural Society.

flies in ten minutes; moths, bugs, worms, weevils, and snails in countless numbers are consumed. If we could have plenty of toads, we could save at least \$1,000,000. There is much that makes the study of the toad worth while to children, and adds new interest to country life.

What we need is an appropriation for field work that it may become a part of the regular course of instruction, the money to be spent for car fares to take the children out of the city during the spring and fall terms, and a public sentiment strong enough to arouse the teachers to an appreciation of the need of the outdoor nature work in the development of character and community spirit.

Public sentiment can demand that the highways and parks should in part be planted with a variety of bird food trees, that there be a free distribution of mulberry, wild cherry, and berry-bearing vines to property owners who would plant them. Park ponds could be made breeding places if the banks were natural and sloping. Fountain basins in our playgrounds and school yards, full of life so fascinating to children, would cost less than the Juvenile court, filled with misdirected energy. It would cost less to remove the sparrows and multiply native birds than the costly spraying of city trees. All sciences can be taught along nature lines.

Plato describes the slave as one who in his actions expresses the ideas of another man. In this industrial age when machinery performs so great a part of labor it is necessary that we shall express our individuality thru our activities. Study the lives of scientists who have given us our anti-toxins, who have checked the ravages of insect pests. They were keen observers and knew the habits of life at first hand.

What greater need have we than to save and increase our forests? Fire and careless lumbering are robbing us of our inheritance. From the red woods of California to the Christmas trees of Maine our woodlands cry out to the children to save them. If the child in the elemental school raises his seedling tree, idealizes it with sentiment and song, plants it on Arbor day where he can visit and watch its growth, if nature work leads him to study the tree from all points of view, surely he will love and value the forests, and wanton destruction will cease. Arbor day should be celebrated in every school with song and poetry and sentiment indoors, and real tree planting out of doors. When we know that railroads, manufactures, and forest fires consume in the United States 25,000 acres every twenty-four hours we cannot expect Arbor day to replace the loss, but it will set in motion those ideas that will develop systematic forest management.

Let the young be taught that they herald an era of forest planters, not of forest destroyers, for "enlightened public sentiment is better than a national police." Every graduating class should hear a few practical lectures on forestry. Boys could be called "Forestry Cadets," and the magic of the name would result in less destructive camp and forest fires and careless abuse of young trees.

In New York newly planted trees bear this inscription: "This tree is a friend to children, be kind to it."

Lastly, we turn to literature to find that our greatest men are those whose intimate knowledge of nature has been their bond with all humanity. Such training of the senses as Shakespeare received will go far toward bringing in the "The Golden Age of Education." Creative power comes directly from experience. We tell best what we have seen ourselves, not what others have told us. Shakespeare's life in picturesque and richly storied Stratford, the dark forests of Arden, buds and the flowered meadows were his real educators, not the musty volumes in which scholars seek his inspiration. The spirit of the midland country breathes thru his pages, and much of his work is idealized pictures of what he saw with his own eyes. His reference to natural objects is exact and faultless with but one exception, when

he miscalled the color of the heart of one flower.

Shakespeare constantly strengthened his verse by reference to nature such as these:

And this our life exempt from public haunt  
Finds tongues in trees, books in running brooks,  
Sermons in stones and good in everything.  
I would not change it.

As a bird student he knew the ugly eye of the lark and the beautiful eye of the toad and said:

Some say the lark and loathed toad changed eyes.

How many boys know positively the color of a swan's leg? Shakespeare tells us:

For all the water in the ocean  
Can never turn a swan's black legs to white,  
Altho' she lave them hourly in the flood.

And now to close, I quote in full a paragraph from "The People of the Whirlpool:"

"I am convinced that gardening is a truly religious life, for it implies a continual preparation for the future, a treading in the straight and narrow way that painful experience alone can mark, an absorption beyond compare, and the continual service of hope, love, and above all, of entire childlike faith. When the time came in the creative evolution for the stamping of the perfected animal with the divine image that forever separates him from all previous types, it was no wonder that God set man, in whom the perpetual struggle between body and soul was to take place, in a garden for his education."



## The Matter of Salaries.\*

SUPT. WILLIAM H. ELSON, Grand Rapids, Mich.

Recognizing the need for improved service in the schools, by increasing salaries we seek to supply the fundamental conditions necessary to enable teachers to render a higher grade of service. High class teaching means high class men and women as teachers. Teachers are influences acting upon the lives of growing children. Whatever enables them to live better, to surround themselves with the influences that make for personality is of supreme importance.

A teacher must have wholesome, nourishing food, a comfortable, quiet room, well-lighted for study, must go well-dressed, must have books and magazines—literary and professional—must contribute to church and charity, must attend lectures and concerts, must pay the doctor, the dentist, and the druggist, must spend the summer profitably, preferably in travel, must do such things as will enrich her life and render her worth more to the children.

It costs to live well, but the public can not afford not to have its teachers live well. Narrow living means narrow teaching. It is a tremendous mistake to force conditions that lead to diminished efficiency in those whose service to the commonwealth is so important.

The demand is for a higher standard and a more adequate preparation for teaching. This more extended training costs money. Board, books, fees, clothing, music, literature, and art mean a considerable investment, but the broader training it gives adds greatly to the power and effectiveness of those endowed with natural aptitude and ability to teach.

There is no longer a place for the unprepared and the unskilled teacher. Those who seek positions must offer adequate training and most of all must give abundant assurance of skill and ability. Essentially we seek better teaching, better service to the children. The teacher who fails to respond to this demand is unequal to the burden of responsibility which an increase of salaries imposes. The only possible reason for advancing salaries is to ensure better work in the schools, to make the schools worth more to the community, and it is for teachers to justify the action.

\* From Mr. Elson's annual report, recently issued.

## Physical Nature Study. II.

By Prof. John F. Woodhull, Teachers College.

## The Atmosphere.

(Continued.)

Air and all gases are compressible, not like putty, which does not recover its volume again, but like the coiled springs represented in figure 3, in which *a* shows the spring with a weight upon it. The spring is exerting an upward push, or tension, equal to the downward pull of gravity upon the weight. *b* shows the spring expanded when the weight has been removed. So gases exert a tension always equal to the pressure upon them but, unlike the coiled spring represented above, as pressure is removed, they expand proportionally, *without limit*.

Metal springs lose some of their elasticity if compressed too much or too long, but gases are always perfectly elastic. If one applies his mouth to the end *a* of the tube in figure 4, he may force more air into the bottle and compress it in the upper part of the bottle over the water. He will see this air pass in bubbles thru the water. When the mouth is removed from *a* the air because of its elasticity will push the water out in a fountain.

Thus it is with the so-called siphon bottles of mineral water. Carbon dioxide gas is forced in under great pressure and this reacts to force the water out when the valve is opened. The "soda-water" fountain has a steel cylinder charged with water and compressed carbon dioxide gas. It is this compressed gas which forces out the water when the valve is opened. Likewise



Fig. 3



Fig. 4



Bread is raised by the elastic force of carbon dioxide gas set free by chemical action within the dough. The Manhattan elevated railroad trains blow their whistles by means of compressed air.

The so called "hydraulic" elevators might quite as appropriately be called compressed air elevators. Figure 6 represents the principle upon which they work. A pump, not represented in the figure, pumps water thru the tube *a* into a chamber *b* and compresses air in its upper part.

When the valve *c* is opened in a certain way water is forced out by this compressed air and passes into the cylinder and pushes up the piston *d* which carries up the platform *e* with its load. When it is desired to bring the platform down again the valve *c* is turned in such a way that the water from *b* is shut off and that from *d* may pass out thru the pipe *f* back into the tank from which it will be again pumped up thru *a* into *b*. This is the simplest form of hydraulic elevator and is much used to raise loads from the cellar to the sidewalk. This elevator is slow and is used only for freight. For carrying passengers this elevator is equipped with pulleys so as to gain speed. The mechanism is suggested in figure 7. *b* is the compressed air chamber as before. The water is forced from it to the upper end of the cylinder and in this case pushes the piston *d* down. This pulls the pulley *g* down and the elevator car *e* up.

Compressed air by its expansion can be used to run machinery as steam does by its expansion. A few years ago a compressed air motor was used to run a street car in New York city. Hot air engines so much used for pumping water operate by the expansion of air due to heat.

(To be continued.)



## Coming Meetings.

March 13-April 2.—Southeastern Iowa Teachers' Association, at Muscatine. F. M. Fultz, Burlington, president; Miss Laura Fitch, Chariton, secretary.

March 25-26.—Central Illinois Teachers' Association at Danville. Prin. F. D. Thompson, Galesburg High school, president.

March 27.—Music Department of the New Jersey State Teachers' Association, in the lecture room of Public Library, Newark, N. J. John Tagg, president.

March 30-April 1.—North Nebraska Teachers' Association, at Columbus. M. R. Snodgrass, Wayne, president; Irma Martindale Pierce, secretary.

Central Nebraska Teachers' Association, E. C. Bishop, Lincoln, president; Miss Shick, Grand Island, secretary.

Southeastern Nebraska Educational Association, at Peru. George Crocker, Falls City, president; Angie Irwin, Tecumseh, secretary.

March 31, April 1 and 2.—Eastern Commercial Teachers' Association, New York university, Washington square. New York city. H. M. Rowe, Baltimore, Md., president.

in fire extinguishers compressed carbon dioxide gas drives out the stream of liquid. It is compressed air in the chamber of the force pump which keeps the stream of water flowing steadily between the strokes of the piston. See figure 5.

If it were not for this device enabling the fire engine to throw a steady stream of water, the firemen could never aim the stream at any particular part of the building desired. Compressed gas not only discharges "air" guns, but all guns, great and small.

All explosions and all rock blasting illustrate the tension of compressed gases. In most cases to be sure the gases are not compressed by pumps but are set free suddenly by chemical action in some material like gunpowder.

\*Copyright, 1904, by John F. Woodhull, Ph.D., Professor of Physical Science, Columbia University, New York city.

## Notes of New Books.

## Natural Science and Geometry.

*Lessons in Physics*, by Lothrop D. Higgins, Ph.B., instructor in natural science in the Morgan school, Clinton, Conn.—The title of this very interesting little handbook gives exactly its scope. Most of the later books on physics are intended as side lights to a laboratory. The student is expected to re-discover the facts of the science for himself, and then to turn to the book and there read what has been done in the past by others on the same topic. Mr. Higgins grasps the inherent weakness of this process. So he sets a definite lesson for the student to learn by close, careful study. Each lesson takes some one subject and treats it accurately, mastering the one thing. He thus presents one subject after another until he has covered the leading facts of physics. He does not seek for the logical order, but such an order as to interest the ordinarily bright boy.

A few photographs of large machines, lithographed, have been introduced and give additional interest. A boy is at once delighted to see how the most powerful locomotive of this year looks. So also the picture of the alternating current dynamo is right in place. The explanation of the production of the mysterious Roentgen rays is very clear, and the cut and description of the wireless telegraph show the very latest step in advance of applied science. (Ginn & Company, Boston, Mass.)

*Nature Study: One Hundred Lessons about Plants*, by David Worth Dennis, professor of biology in Earlham college, with more than one hundred and fifty illustrations.—Professor Dennis aims to furnish a book to be taken by the student on his excursions into the fields and forests, as well as to enable him to make a special study of his collected material. It begins with a long series of observations upon plants, calculated to show how they adapt themselves to the exigencies of their locations in securing the light essential to active growth. Some reach this by growing their branches in various positions; others by modifications of the leaves, as with the split-leaved maple. He then shows the necessity of the pollen to the production of the seed and follows out nature's many devices to secure the advantages of cross fertilization. The facts of pollination in certain blossoms that never open are shown and illustrated in the violet. Such flowers economize pollen. The arrangements of the plants and their relations in societies are finely developed. Thus the book leads naturally to comparison and classification. The illustrations are true to nature, being in nearly every case photographs from actual objects. Thus they are suited to show relations, and they make the book specially attractive. (A. W. Ford & Company, Marion, Indiana.)

*New Physical Geography*, by Ralph S. Tarr, B. S., professor of dynamic geology and physical geography at Cornell university. Author of "Economic Geology of the United States," "Elementary Geology," "Physical Geography of New York State," etc., and co-author of "Tarr-McMurry Geographies."—This book is a very exhaustive treatment of the present surface condition of the earth, with just enough of the past history to make clear the causes which have produced these conditions. It is an enlargement, or better, a replanning, of the author's previous more elementary text-book. The usual order is followed. The chapter on volcanoes deserves special mention because while giving due place to the historic eruptions, unusual space is given to those more recent, particularly to Mount Pele. Running water and ice movements are shown to hold the leading place in surface carvings which have modified the forms produced by the larger earth movements.

The diagrams to show the processes thru which the various forces have produced special conditions in the surface are unusually well conceived. The very large number of half-tones give the student almost as good an idea of the appearance of the different regions as would come from a visit to the places. The treatment is sufficiently extensive, and the author's style so attractive that the general reader can use the book as well as the student. (The Macmillan Company, New York and London. Price, \$1.00.)

*A First Course in Infinitesimal Calculus*, by Daniel A. Murray, Ph.D. (Johns-Hopkins), professor of mathematics in Dalhousie college, Halifax, N. S.—The use of the calculus as an instrument of shortened calculations in applied mathematics has become very common. Hence a thoro understanding of its underlying principles is a necessity for the engineer in any line. The author of this book starts with a clear expression of the meaning of infinitesimals and shows how their relations may be expressed in algebraic formulae. From these he deduces the leading formulæ both of differentiation and integration, and shows how they apply to curves and their tangents. By their use, areas are also readily calculated. Thus the student passes by regular steps from the mathematical methods with which he has already become familiar to those which include the entire

universe in their solutions. A mastery of this book will give full ability to use the calculus. (Longmans, Green & Company, New York, London and Bombay.)

*Inventional Geometry*, by Prin. Isaac Newton Failor, of the Richmond Hill High school, New York city, is an excellent little book. If children are taught this subject rightly they are fascinated with it. With Mr. Failor's text for a guide it hardly seems possible that a teacher could giveventional geometry other than in the right way. The lessons are made as simple as possible and all terms employed are carefully explained. The pupil who has done the work laid out here is excellently prepared for the study of geometry as he will take it up in the high school course. For those who will have only this much of the subject, it will serve its purpose well. (The Century Company, New York.)

## Language Texts.

*A First Latin Book*, by Clifford Herschel Moore, Ph.D., assistant professor in Harvard university.—The series of twentieth century text-books, to which this little hand book belongs, seems to mark an advance in text-book preparation. The books are unusually practical. In general plan Professor Moore carries the pupils along the usual lines, but the sentences selected for the earliest work lead more thoroly to an understanding of the differences between the construction of the English sentence and the Latin than in the books now in general use. Even the more perplexing features of the syntax, as the ideal discourse, and the subjunctive of purpose, are so gradually led up to, that it would seem that the pupil should find scarcely any difficulty in comprehending their common uses. The reading exercises are mainly selected from Cæsar, so leading the pupil to the general reading which he finds later in his course. (D. Appleton & Company, New York city.)

*Legenden von Gottfried Keller*. Edited with introduction notes, and vocabulary by Margareta Müller and Carla Wenckebach, professors of German in Wellesley college.—Of all Keller's works, *Die Sieben Legenden* are best adapted to the needs of school reading. While they contain much of the subtle humor of the author they are not as involved as some of the other productions of the author. The editors give the translation of one of the legends of the *Kosegarten* collection, which is the source of Keller's stories, and point out clearly how much the author has broadened and deepened these crude accounts. (Henry Holt & Company.)

*Der Traum, ein Leben: Dramatisches Märchen in vier Aufzügen von Franz Grillparzer*. Edited with introduction and notes by Edward Stockton Meyer, instructor in Germanic languages in Western Reserve university.—Grillparzer, already accessible to American students thru a text edition of Sappho, finds another able exponent in the present editor of *Der Traum, ein Leben*. This play is of special importance to the student of German literature on account of the influence which it has exerted upon later writers, such as Ibsen in *Peer Gynt*, Sudermann in *Die drei Reiber* fedem, Fulda in *Der Talisman* and *Der Sohn des Kalifen*, and especially Hauptmann in *Hannele*, *Versunkene Glocke* and *Schluck und Jan*. The editor's introduction is very searching. Thru the events of his life, but more particularly thru an analysis of his works, the editor gives an idea of the real significance of Grillparzer. In his study of sources of the play Mr. Meyer is clearly too abstruse for the average student, but all the more helpful to the teacher. (D. C. Heath & Company, Boston.)

*Michael Kohlhaas—Aus einer alten Chronik von Heinrich von Kleist*, with introduction and notes by William Kunel-meyer, instructor in German in the Johns Hopkins university.—Michael Kohlhaas is a story which deserves editing, both for its own sake and for the period which it describes. It is the best of Kleist's novels, rich in character delineation and full of action. The introduction contains the most important facts of Kleist's life and a very helpful discussion of the story and its sources. The most distinctive peculiarities of Kleist's syntax are treated at the beginning of the notes. A short bibliography is also offered. (Henry Holt & Company, New York.)

*Twischen Himmel und Erde von Otto Ludwig*. Edited with introduction and notes by Edw. Stockton Meyer, associate professor of German in Western Reserve university.—Ludwig and Hebbel are certainly not adequately represented in our school courses and Professor Meyer deserves credit for calling attention to and making accessible the masterpiece of the former. In a well-written introduction the editor gives an adequate analysis of the works of the poet, laying special stress upon the one which he edits. The enthusiasm of the editor leads him into over-statement in a few instances, quite especially when he compares Ludwig with the modern German realists and naturalists. The notes, which are limited to seven pages and are brief to a fault, are devoted almost exclusively to difficulties in translation. (D. C. Heath & Company, Boston.)

*Anno 1870, Kriegsbilder von Detlev von Liliencron*. Selected and edited with introduction, notes, and vocabulary,

by Dr. Wilhelm Bernhardt.—The *Kriegsnovellen* describe incidents in the Franco Prussian war in which the author himself played a part. Liliencron's descriptions are vivid and terse, interspersed with humorous anecdotes of real merit, and hence, interesting reading matter. Dr. Bernhardt gives a brief historical introduction to every story in the book, a brief account of the Franco-Prussian war, and a short, auto-biographical note of the author. All military terms are carefully explained by the editor. (D. C. Heath & Company, Boston.)

*Jugendliebe, Lustspiel in einem Aufzüge von Adolf Wilbrandt.* Edited with notes and vocabulary by Theodore Henckels, Morton professor of modern languages in Middlebury college.—Professor Henckels, who has already edited one of Wilbrandt's plays, *Der Meister von Palmyra*, has prepared an edition of his little one-act play, *Jugendliebe*, which is very suitable for first-year reading. The play is somewhat conventional, but gives unmistakable evidence of the author's insight into the peculiarities of the period of adolescence. The notes are very limited since most lexical help is given in the vocabulary. (Henry Holt & Company, New York.)

*Music Education*, by Calvin Brainard Cady, is another excellent production that will not only assist the music teacher but also will be a valuable guide for parents desirous of gaining an insight into the methods by which their children are being taught in the pursuance of a thoro musical education and ethical culture. It is an embodiment of ideal and material pedagogic matter so clearly defined that, however foreign the subject of music is to one, no person can help but gain by a perusal of this work.

From the pen of a qualified authority as is Mr. Cady, teachers will find the book in direct line to overcoming many difficulties, in conveying their trusts to higher education in music.

Dealing as it does with a close view of the vague, complex or dense questions arising in the course of progression, its every chapter is a technical elucidation of untold value. It brings to a material form, without destroying any of the tone poetry, that unwritten in music for which all strive—the beautiful. The unique work is not voluminous but conveys volumes of love and light which inspire the student and enrich the study. We predict a most generous reception of the work and most heartily recommend its careful study. Its lucidity, its profundity, remind one of a crystal lake mirroring the blue of the measureless depths and mysterious realms where soul revels in fancy and matchless delight. (Clayton F. Summy Company, publishers, Chicago.)

*How to Study Literature* is a useful little manual by Benjamin A. Heydrick, A. B., professor of English literature in the state normal school at Millersville, Pa. The usual method of studying literature is to read it in connection with grammatical notes and introduction. In this way the student will learn much that is useful about the masterpiece, but will know little about it as literature. Professor Heydrick adds a very necessary feature, that of studying the work as a representative of a class, as one would study one of the vertebrates as one of a great division of the animal kingdom and thereby learn much about all members of that division. First narrative, lyric, and dramatic poetry fiction, the essay and the oration, are defined and then specimens of each are criticised on that basis. This method gives the student a key for judging any work in a given class. The peculiar character of each poem, essay, or work of fiction is emphasized. Any one can see that this method of study cannot fail to produce good results. (Hinds & Noble, New York. Price, \$0.75, postpaid.)

*Shakespeare's Works*, Pembroke edition, is complete in twelve volumes, 6½x4 inches in size, and each containing between three hundred and four hundred pages. The binding is wine-colored cloth with gilt design and lettering. The books are enclosed in a cloth covered book of the same color and this in a pasteboard box. They are of a convenient size to carry in the pocket and read one at a time. In this edition the editors, Charlotte Porter and Helen A. Clarke, have sought to give the reader the essential part of the work done by Shakespearian, without burdening him with the multifarious material. Those who want to make a deeper study should consult their "First Folio" edition. What is given here, however, is meant to be equally sound, but a shorter cut to a like end. The same text is furnished, with other of the same advantages also, but the design has been in general to devise a slighter equipment. To suit the requirements of the general reader. A glossary sufficient to explain all puzzling words has been placed in the margin. In lieu of elaborate notes, each play is prefixed by a brief description and argument, with short summaries of the main information as to sources, date, early editions, etc. In the biography an attempt has been made to give only well-attested chief facts, and to forbear reconstruction, conjecture, or discussion. Being in aim and execution unlike any other edition among the many editions of Shakespeare, it may show cause for its appearance in the throng of visitors doing homage to the greatest of dramatists. The frontispieces of the various volumes are well-known portraits of Shakespeare. For instance, there is the Droeshout

engraving, the Ely palace portrait, the Felton portrait, the Stratford portrait, the Chandos portrait, etc. (T. Y. Crowell & Company, New York. Price, \$9.00.)

*The Story of Siegfried*, by Dr. Edward Brooks, A. M.—There is a wonderful charm lingering around the old stories of the childhood of races. Dr. Brooks has told the classic tales of Greece so well that they have become classic. His tale of Siegfried, the mythical prince of the lower Rhine, who is the hero of the Nibelungenlied, is written in the same simple and effective style. The book has a number of excellent illustrations. (The Penn Publishing Company, Philadelphia. Price, \$1.00.)

*Christmas Songs and Easter Carols*, by Phillips Brooks.—We think of Bishop Brooks rather as a pulpit orator than as a poet, yet the poems in this volume show he was a writer of verse of much power. There are five songs and three carols in the book, which is in holiday dress. Probably "O Little Town of Bethlehem" is the most familiar of the songs. (E. P. Dutton & Co., New York.)

*The Best Poems and Essays of Edgar Allan Poe*, edited with a new biographical and critical study of the author, by Sherwin Cody.—That Poe's works, both prose and verse, have the lasting quality has been amply proved since his death. We agree with the editor who says that "in Poe's poems and tales we find some of the most exquisitely finished works of art America has produced." In his criticisms we find not calm, judicious analysis of other great writers, such as Matthew Arnold has given us, but an analysis of the principles which guided Poe in the creation of his poems and tales. Hence the values of these essays despite their too apparent prejudice, at times and false estimates of other writers, as Longfellow, for instance. The frontispiece is a view of the Zolnay bust of Poe in the library of the University of Virginia. (A. C. McClurg & Company, Chicago.)

*Barbizon Days*, by Charles Sprague Smith, is a charming book for the art-lover. About ten years ago the author pitched his tent at Bourron on the borders of the Forest of Fontainebleau. There he came into close relations with the peasants and had plenty of opportunity of observing their ways. He sat often at their board and spent much time searching out the haunts of artists. This book is a chronicle of that summer. It seeks to make clearer the relation between nature and art. After a description of the Forest of Fontainebleau, with the aid of some excellent photographs, he gives the biographies and descriptions of the principal works of Millet, Corot, Rousseau, and Barye. Besides reproductions of masterpieces of these artists there are several portraits. The book is beautifully printed and bound, with a handsome cover design; in fact, it is one of the best made books of the year. (A. Wessels Company, New York.)

*Sonnets of the Head and Heart*, by Joseph Warren Beach, is the first volume of verse by this author; and what is remarkable is that all the poetry is in the form of sonnets—the most difficult form of verse. "In the Forest of Arden" is a poem that possesses unusual merit and will appeal to the lover of poetry. "Inlaid With Glowing Purple" is but one of many delicate phrases. (Richard G. Badger, Boston. Price, \$1.25.)

#### On a Ranch.

Woman Found the Food that Fitted Her.

A newspaper woman went out to a Colorado ranch to rest and recuperate and her experience with the food problem is worth recounting.

"The woman at the ranch was pre-eminently the worst housekeeper I have ever known,—poor soul, and poor me!"

"I simply had to have food, good and plenty of it, for I had broken down from overwork and was so weak I could not sit up over one hour at a time. I knew I could not get well unless I secured food I could easily digest and that would supply the greatest amount of nourishment.

"One day I obtained permission to go through the pantry and see what I could find. Among other things I came across a package of Grape-Nuts, which I had heard of but never tried. I read the description on the package and became deeply interested, so then and there I got a saucer and some cream and tried the famous food.

"It tasted delicious to me and seemed to freshen and strengthen me greatly, so I stipulated that Grape-Nuts and cream be provided each day instead of other food, and I literally lived on Grape-Nuts and cream for two or three months.

"If you could have seen how fast I got well it would have pleased and surprised you. I am now perfectly well and strong again, and know exactly how I got well and that was on Grape-Nuts that furnished me a powerful food I could digest and make use of.

"It seems to me no brain worker can afford to overlook Grape-Nuts after my experience." Name given by Postum Co., Battle Creek, Mich.

Get the miniature book, "The Road to Wellville," in each package.

# The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

WEEK ENDING MARCH 12, 1904.

## The Best School Organization.

President Eliot has lately given public expression to his views as to what constitutes the best system of school organization for American cities. His ideas are the result of a thoughtful comparison of things that have actually been done in the management of urban schools. He confines himself closely to facts. Briefly stated, he would have a board of education composed of seven public spirited men of good business judgment and intelligent appreciation of the purposes of public instruction, elected at large, one each year, who would freely give their time and labor to determine and uphold the general policy of the system, to direct expenditures, and to delegate all executive functions to the four departments of instruction, buildings, supplies, and finance, with an appointed expert in charge of each one of them. The executive officers would have ample powers in the selection of assistants as well as the organization and management of their respective departments. These "conditions for a favorable solution of the city school problem" President Eliot says are attainable, for they are all of them to be found in existence somewhere, and the successful operation of the simple principles of organization here indicated has been tested by results.

The best way of choosing a city board of education is now by thoughtful people generally conceded to be election by the vote of the people of the municipality. President Eliot argues for "election at large, one member at a time, or two at a time, and each member re-eligible once, but no more." Appointment by the mayor may be adopted as an expedient where public sentiment is at so low an ebb that it cannot be trusted with a direct voice in school affairs. But generally speaking, slow replacement by election has proved to be the more satisfactory method. The St. Louis Board of Education, which President Eliot believes to be the best in the United States, tho it exceeds his ideal board of seven members by five, is chosen in this manner: four members are elected biennially for a term of six years. This Board has been in successful operation, under the present system, for several years and has worked exceedingly well in practice. The high quality of citizenship represented by the members has certainly demonstrated the efficiency of election at large in small groups.

But the danger of political partisanship in the board of education is not fully removed by a general election. Nominations by party bosses are not necessarily of a higher order than appointments made by the mayor. On the other hand, the mayor may give to his city as fine a board as Baltimore has, for example. At Baltimore the Mayor appoints and the City Council confirms. The nine members hold office for six years each. Two years ago Dr. Gilman retired from the board to enter upon his work as president of the National Carnegie institution; he was succeeded by Dr. Ira Remsen, president of Johns Hopkins university. At the recent city election a valued member was chosen judge of the supreme court, and the vacancy was filled by the appointment of one of Baltimore's most respected attorneys. Three of the members whose term of office ended on February 29 were promptly re-appointed. But tempting as this example of Baltimore may be, election by the direct vote of the people is best. In fact it is the only method justifiable by Anglo-Saxon principles of procedure, and what is more, it is the only one thoroly in harmony with the national spirit and with American institutions.

Is election a safe method? As safe and safer than the election of a mayor. The schools are nearer to the

ethical citizenship of the great majority of the voters than any other institution, and judicious voting can be cultivated.

The civic responsibility of it all ought to be brought very near to the heart and good judgment of the individual voter. My personal preference would be for a more representative and less partisan board, than elections at large inevitably produce, under present methods of voting. Municipal elections are usually conducted on partisan lines. Good Government Clubs, Citizens' Unions, and other organizations have tried from time to time to relieve existing political parties from responsibility in running these elections, but they have not had very much success in changing the attitude of the average citizen. But there is a way of rescuing the school system from party control and at the same time obtaining a board whose representative character will not be as doubtful as one composed of members elected at large in general municipal elections.

Let each school community elect its own local board of trustees in annual school meeting and nominate one trustee as candidate for the central board of education. Three or more adjoining school communities forming together a city school district might then in election choose one of the several candidates nominated in the district as representative to the general city board. In New York city where the number of districts is forty-six and in other large cities a board including all district representatives would be an unwieldy body with temptations to much speech making. Here the chosen district representatives should constitute an advisory body acting as an intermediary between the various school communities and the central board of education. The latter could then be made up of members chosen in general municipal election, "one member at a time, or two at a time, and each member re-eligible once, but not more." The citizens would make their choice from the list of district representatives without intervening nominations by political parties. In this way partisan influence would be reduced to a minimum.

The board would represent the educational sentiment of the municipality in the fullest possible measure. Every citizen has had a chance to express his choice in nomination as well as election. It is important that the educational responsibilities should come as close to him as this.

## The Public School Boy at College.

President Eliot, of Harvard university, has strong faith in the American common school system and the civic responsibility of the American people. It is this faith which has raised him to the highest leadership in educational affairs. His sympathy with those who labor for the educational uplift of the plain people is real and free from irritating self-complacency. He regards the urban public school systems of the United States as "the most successful of our American institutions." His endeavors are to improve and increase their invaluable service. "We are planning," he says, "to make better the organization of the most serviceable of all American institutions."

It may be interesting also to know his observations of the comparative success of common, endowed, and private schools. His inquiries were confined to results obtained in Harvard college. But as the field is a representative one, the students being recruited annually from about two hundred schools and colleges scattered over the land, the test is a most significant one. Only about thirty per cent. of the young men who enter Harvard year by year come from the common schools. These, on the whole, not only pass better examinations at admission, but they hold their own right thru college and graduate with somewhat higher standing than the boys coming from the endowed and private schools. "The honors are still with the public schools."

## The Spirit of Research.

About two years ago Professor Munsterburg, in his "American Traits," showed that the German boy was better educated for his years than the American boy. Now Dr. Pritchett, of the Massachusetts Institute of Technology, declares that the European boy is more simply and thoroly educated than the American. This conclusion is found in his recent annual report in a discussion of the place of research in national development, based upon a careful comparison of German and Amerimethods. Dr. Pritchett says:

In American institutions of learning one hears of late years much talk concerning research and the need for its existence. In response to this general sentiment there has developed a series of graduate schools in all our principal universities. The fundamental distinction which one finds in comparing our institutions with those of Europe is to be found in the difference between our elementary instruction and that given in our higher schools, universities, and technical schools.

The education of the European boy in the school which leads up to the university or to the technical school is simpler and more thoro, so that when he comes into the technical school or university he is a better grounded man in the fundamentals of education, and he enters into an institution where, in virtue of this fact, the entire method and spirit are changed. He no longer finds himself face to face with required daily recitations, he is practically freed from the burden of examinations, and he enters into a relation with his teachers which only men can have with each other. No one who has not been a teacher can realize how enormous is the burden thus lifted from the shoulders of the faculty and student alike.

In the Institute of Technology practically one-eighth of the whole school year is given up to formal examinations. Under our system of instruction the faculty is trying to carry thru the courses a considerable proportion of men who are either incompetent or who do not care for the work. American institutions are almost the only ones in any country which undertake to force into the mind of an adult man a course of instruction which he does not care to have. The great activity in research in European institutions is due, first of all, to the spirit now alive there which makes research a test of a man's success and of his efficiency, but it is due, in no small degree, to the fact that European teachers are relieved of this enormous burden which American teachers have upon their shoulders.

Looking at the German institutions, one feels that as research institutions they have great advantages over ours in these three respects. First, because research itself is a part of the ideal of the professor's life, and the spirit of research a part, and the most vital part, of the educational spirit. Secondly, their freedom from the burden of instruction which our teachers bear, and the opportunity thus afforded to give free play to the research effort. Finally, the fixity of place and the guaranty of a retiring salary, which removes the ever-present problem of support in old age. How important is the development of the research spirit as a part of national progress we are only just beginning to realize. In America we have still the intellectual habits of a pioneer people. The American is energetic, resourceful, and superficial. He can make a little knowledge go farther than the citizen of any other country. Resourcefulness and nervous energy were great factors in the pioneer days, and they are great factors still. But they become relatively less effective as civilization advances. They will not last in competition with careful training and thoro knowledge. Our pioneer period has gone by, and one of the problems before the nation is the development of a patient, devoted, intelligent spirit of research. In order to develop this spirit an environment favorable to it must be created in our institutions of learning.

## A Western University Club.

One can hardly realize what an influence the great universities of the country have upon the progress and thought of the Central West. The great extent of territory, known as the Red River Valley of the North, has recognized the university spirit and has within its borders a flourishing University club with over a hundred members. Among its representatives are graduates of Harvard, Princeton, Yale, Cornell, Ann Arbor, Chicago, Dartmouth, Wisconsin, Minnesota, and others from forty-five collegiate institutions of the country. The purpose of the club is to foster the spirit of higher education and promote the better things of life. It has been organized about two years and its members have enjoyed several pleasant social and intellectual gatherings.

The latest function held under its auspices was a lecture by Pres. Cyrus Northrup, of the Minnesota university. Everyone appreciated the effort with true university spirit. Following the lecture over a hundred members and invited guests sat down to a sumptuous banquet, given at Moorhead, the place of the lecture. The after dinner speeches all had the university ring. After the renewal of old friendships and the formation of new ones the party broke up, feeling that something had been accomplished to further the sentiment of the higher education in the Northwest. It is expected that the influence of the club will increase as the years go on.

## Effect of Education.

It is not surprising that some men yet can be found in the South who doubt the value of education to the negro. Booker Washington determined to make a test of the matter and sent out the eleven questions given below to 136 representative white men in the South. He received answers or refusals to answers as follows:

1. Has education made the negro a more useful citizen?

Answer—Yes, 121; no, 4; unanswered, 11.

2. Has it made him more economical and more inclined to acquire wealth?

Answer—Yes, 98; no, 14; unanswered, 24.

3. Does it make him a more valuable workman, especially where skill and thought are required?

Answer—Yes, 132; no, 2; unanswered, 2.

4. Do well-trained, skilled negro workmen find any difficulty in securing work in your community?

Answer—No, 117; yes, 4; unanswered, 15.

5. Are colored men in business patronized by the whites in your community?

Answer—Yes, 92; no, 9; unanswered, 35. (The large number of cases in which this question was not answered is due to scarcity of colored business men.)

6. Is there any opposition to the colored people's buying land in your community?

Answer—No, 128; yes, 3; unanswered, 5.

7. Has education improved the morals of the black race?

Answer—Yes, 97; no, 20; unanswered, 19.

8. Has it made his religion less emotional and more practical?

Answer—Yes, 101; no, 16; unanswered, 19.

9. Is it, as a rule, the ignorant or the educated who commit crime?

Answer—Ignorant, 115; educated, 3; unanswered, 17.

10. Does crime grow less as education increases among the colored people?

Answer—Yes, 102; no, 19; unanswered, 15.

11. Is the moral growth of the negro equal to his mental growth?

Answer—Yes, 55; no, 46; unanswered, 35.

The replies show that, eight to one, the white people of the South report favorably as to the results of education on the negro. As to No. 11, it is not an easy one to answer from a practical standpoint. The plain state of the case is that the negro has not been educated long

enough to affect the stock; that will require centuries, as it did in the case of the whites.

#### Child Labor Law in Germany.

Germany has passed a child labor law framed along the broadest lines. The new law absolutely prohibits the children's working in many heavy vocations, as well as the employment of children under fourteen years of age in factories, except under certain conditions.

Owing to the prevalence of diverse home industries, conducted outside of factories, the great majority of German child laborers, more than 500,000, are engaged in home work, only 27,000 under fourteen years of age being employed in factory plants. Because of this the German law draws a distinction between non-related and related children, the protection extended to the former being considerably greater than to the latter. Non-related children, for instance, cannot be made to work on Sundays and holidays, while the employment of related children on Sundays is prohibited only in factories, trades, and traffic.

In the chief line of child labor—that of carrying messages or packages—the distinction as to non-related and related children is very marked. The engagement of the former is absolutely prohibited in this employment when under twelve years of age, as in the case of work in factories and stores, and the law provides that children between twelve and fourteen cannot be employed as messengers and carriers after January, 1906.

No child is permitted to work more than three hours a day during school terms, nor more than four hours daily during vacation. A recess of two hours must be afforded during the middle of the day. Employers are compelled to secure "employment cards" from the police authorities, which state the location and character of the establishment where a child is to work.

#### Manifesto Against Cigaret Smoking.

The movement against juvenile cigaret smoking is growing in England. Only recently the London *Times* published the following manifesto which was signed by various public schoolmasters and prelates of the church:

"In view of the great increase of late years in cigaret smoking among the young, it is felt that a strong expression of opinion may be of use in drawing national attention to a habit which is undoubtedly doing much to undermine the health and ruin the character of many English boys in the various grades of society. Whether to the public school boy or to the boy in the street, the evil is equally harmful and we cannot too strongly express our hope that every possible attempt may be made to deal with what we believe to be a very serious hindrance to the young life of the nation, and we would specially emphasize the evident duty of parents to control their boys in regard to this habit."

Alabama has established ten agricultural high schools supported by state funds. These are intended for boys and girls from the farms and will make the study of agriculture and other industrial subjects, along with some recognized culture subjects, the basis of their work. This is done because it is claimed that the work of the city high schools leads away from farm and home life.

The hundredth anniversary of the birth of Elizabeth Palmer Peabody will occur on May 16. America owes a great debt of gratitude to the educational enthusiasm of this remarkable woman. She was among the foremost pioneers in the kindergarten movement. It is proposed to publish a memoir of her life and work in celebration of her birthday. Persons owning papers throwing light on her career, as well as contemporary expressions of opinion touching her work are requested to send

them, or copies of them to Mr. B. Pickman Mann, 1,918 Sunderland Place, Washington, D. C.

It is reported from Argentina that the Scotia scientific expedition, sent to the Antarctic from Scotland to make meteorological and oceanographical observations, has completed its work. The cruise covered five thousand miles to the south and east of the South Orkney islands, between longitude sixteen degrees west and forty-five degrees west, and as far south as seventy degrees twenty-five minutes. In this region a deep sea of a uniform depth of 2,500 fathoms was located. The deepest sounding was 2,739 fathoms, or 16,434 feet.

The chemical department of Cornell college at Mount Vernon, Ia., has announced the discovery of twenty-five new saccharine preparations, one of which has 550 times the sweetening power of cane sugar. It is a coal tar product. A number of other substances are used in its preparation, and three or four weeks are necessary to complete the work.

#### Brain Development.

Brain development, according to the investigations of a Munich scientist, has two periods of acceleration—from ten to eleven and from seventeen to eighteen in girls, and from twelve to thirteen and nineteen to twenty in boys. At the period of most rapid increase in height, from twelve to fourteen, the growth of the brain is less than one one-hundredth that of the body, but at seventeen and nineteen it grows one-thirtieth as fast, and at twenty, reaches one-seventh of the body growth.

#### Japanese Progress.

The development of Japan has been tremendous in the past fifty years. The following dates show something of the great awakening:

Beginning of Tokugawa line of Shogun	1603
All foreigners banished and Japanese forbidden to leave the country	1636
Arrival of Commodore Perry in Bay of Yeddo, July 8	1853
Treaty with the United States signed	1854
Yokohama, Nagasaki, and Hakodate	1859
First embassy to Europe	1862
Shimonoseki bombardment by nine English, three French, four Dutch, and one American, men-of-war, September 5 and 6	1864
Japan forced to pay an indemnity of \$3,000,000 for actions against foreigners	1864
Mutsuhito, at sixteen, succeeds his father as one hundred and twenty-first Mikado	1867
Hiogo, Osaka, and Yeddo opened	1868
First year of Meiji (enlightened rule)	1868
The Mikado removes to Yeddo, which changes its name to Tokio, and is made capital of the empire	1868
Abolition of the feudal system; the Daimios relegated to private life and retired on pensions	1869
First appearance of newspapers	1870
Embassy representing the national government makes the circuit of the world	1871-2
First railway opened	1872
Adoption of the Gregorian calendar	1873
Officials obliged to wear European dress when on duty	1873
Revocation of edicts against Christianity	1876
National exhibition in Tokio	1881
Rescript promising the opening of a Parliament in 1890	1881
Official priesthood abolished	1884
The constitutions granted by the emperor promulgated	1889
First Imperial Diet meets	1890
International exhibition at Tokio	1890
War with China	1895
Adoption of gold standard	1897
Alliance with Great Britain	1902

## Letters.

## In Memory of Brother John.

The late John Gallagher, for fifty years a teacher, and one of the widest known educators in the Greater New York district, was no ordinary personality.

He was a scholar, wit, and philosopher, the sort of man that makes the world brighter for all his associates. Many stories are told of him, some of the best of which have been collected by "Milo" in the *Brooklyn Eagle*.

His wit was quick and saved him from embarrassments. The Brooklyn Teachers' Association asked him to give some illustrated lessons on geography. He forgot all about it until some of the audience began to come into his assembly hall. Then he picked up a basket of lantern slides at random and passed them to the man who had come to operate the stereopticon. "What is the subject of your lecture?" asked the chairman. "The earth as seen from a balloon," said John. "Which slide comes first?" asked the operator. "Wherever the balloon lights," said John. The first slide went in wrong side up. "This," said John, "is the way Long Island looks to a Chinaman." Then it was put in wrong side up. "This," said John, "is the way it looks to an Arabian." Then the light in the lantern went out. "This," said John, "is the way it looks at night to a man with his eyes shut." By this time the audience was in a merry mood, and as the various pictures followed one another the visitors took the most entertaining excursion anyone present had ever enjoyed. One woman sitting so that the shadow of her hat came upon the screen called forth the remark, "If the lady will kindly take her head out of the Gulf of Mexico, the ocean currents I am about to describe will get a chance to circulate."

To his thousands of girls in the Brooklyn Training school he was always "Uncle John," to all the school men he was always "Brother John."

Brother John was a great believer in the quiet personal power of individual men as opposed to public speeches and what he called "brass band and procession" agitation, says the *Eagle*. When the salaries of principals were improved in Brooklyn, a notable instance twenty odd years ago, it was done without fireworks or newspaper publicity. Gallagher and the prominent men among the principals, divided the board members into groups and saw that each member of each group was quietly reasoned with and interested in making the position of principal one attractive to the best school men. His assertion of the importance of giving principals wide discretion and power in their neighborhoods, and of leading the patrons of the school to come directly to the master with their complaints, describes a condition once a fact in Brooklyn. He believed in appealing to men, personally, when anything was to be done. He decried lawsuits, petitions, and public speeches. "Get another lady with you," he would say to a teacher who desired some action by the board, "hire a cab, and go and ask every member to vote for it. The scriptures do not say he that writeth, or he that wisheth, but he that asketh, receiveth."

To a teacher who was transferred against her will, who kept claiming that it was illegal, he told the story of the man in jail, whose lawyer repeated to him, "They can't put you here; they can't put you here." "But, hang it all, I am here," said the man. And so he was. So he urged her not to stand on her rights, but to go personally to the authorities and ask for redress. This, too, was his idea of the essence of administration: "If four or five men, with the principal, can break bread together," he said, "around a mahogany table, while they talk over school matters, the schools will run smoothly." He introduced into Brooklyn the word "mahoganizing," which means discussing things over a good dinner.

The public trial of teachers or the curing of school difficulties in the papers was intensely repugnant to him.

He claimed that such a publicity regarding a single one of the corps incalculably injured the remaining four thousand. In permitting quiet and unsensational settlements of such difficulties he thought the local committee system necessary.

Toward the young women students in his school his spirit was that distinctive and admirable Irish chivalry which has given us the cleanest and wholesomest social atmosphere in the world. There was no doubt about the tone of his school. No father ever hesitated to send a girl there. Once in a principals' meeting he demanded and obtained a public apology from a speaker who had suggested a hypothetical uncomplimentary case regarding the students of that institution. His respect for women of all ages was singularly fine.

## The Shaw Memorial.

The notice in THE JOURNAL, February 27, of the institution of a scholarship in the New York University School of Pedagogy as a memorial of Prof. Edward R. Shaw, brings to my mind the valuable services of this remarkable man. I knew him when at Greenpoint, L. I.; my attention was called to his school by the school commissioner, who said, "We have a New Education man in this town; he is doing a great work."

Mr. Shaw was a most successful teacher; he was extraordinary in the employment of devices of the right kind; there are plenty who invent devices that are real hindrances. He was a pedagogical man; that is, he possessed a body of truth gathered by observation, reading, and reflection which guided his movements. When he found there was an attempt to be made to found a school of pedagogy he volunteered his efforts at the very outset. He did not do as most people, wait to see whether it would live; he helped put life into it.

I attended some of his lectures, and considered him the bright star in the galaxy of pedagogical professors the school possessed. He knew whereof he talked; he had been in the school-room and faced classes where the problem he discussed had been solved. As dean of the school he showed ability, but his forte was teaching. He became an author of excellent repute. I can testify to the value of the "National Question Book," because it gave the one who used it an idea of the steps to the professional rank. Several I have known holding the lowest certificate were enabled by the use of this book to hold state certificates.

His untimely death has been a severe blow to the cause of professional pedagogy. He was in this work because he believed in it, not for the salary paid. Besides, having been a straggler for pedagogical truth, he knew its value. In one of his lectures he said, "I was teaching in a district school, but determined to do it as a skilful teacher would. So I began to read on education, and I found there was need of deep investigation. I kept at it, determined to know the whole truth. At this time Colonel Parker appeared and threw light on the situation; I was one of the first to buy his 'Talks on Teaching'; it was a revelation; I shall always be grateful to Colonel Parker."

In his intercourse with other teachers he exhibited an engaging frankness that was extremely delightful to those who felt ignorant of foundation principles. I consider the connection of Mr. Shaw with the School of Pedagogy a most fortunate thing for that splendid institution. May his mantle descend on all engaged in the work there undertaken.

L. E. WATERMAN.

Newark.

As one of the oldest subscribers to THE SCHOOL JOURNAL, I can say without flattery that it keeps up with the times and ought to be in the hands of every educator and friend of our public schools who desires to keep in touch with the unceasing progress and evolutions of our system of education.

J. H. THIRY.

You should not feel tired all the time—healthy people don't—you won't if you take Hood's Sarsaparilla.

## The Educational Outlook.

The prizes offered by the Hon. William C. Wadsworth for the best and second best kept district school grounds in New York state, outside of a city or an incorporated village, have been awarded. The first prize, \$100, goes to district No. 9, and the second, \$50, goes to district No. 12, in Brook Haven, both in Suffolk county.

The Mississippi legislature has appropriated \$1,250,000 to be spent by the state schools in the next two years. This is the largest sum ever appropriated for schools in that state. The poll taxes, amounting to about \$300,000 per annum, are retained in the counties and added to the common school fund. This makes the amount spent in the common schools of the state about a million and a half dollars per year.

The Kentucky legislature has passed a bill making it a misdemeanor for white children to attend a school where negro children are taught. This is said to be aimed at Berea college. Corporations conducting such schools are permitted to maintain separate schools, which must be at least twenty-five miles apart.

Booker T. Washington has written a book dealing with the influence of manual training upon the problem of negro development. The title is "Working With the Hands."

At the St. Louis exposition special emphasis is to be laid upon comprehensive kindergarten exhibit. One of the most interesting features will be a model kindergarten in operation. This school will be under the direction of Supt. F. Louis Soldan of St. Louis. A corps of skilled kindergartners will give daily instruction to classes of children from St. Louis homes. Every feature of kindergarten work is to be shown, and the school will be open to visitors at all times. New York, Chicago, Philadelphia, Boston, Washington, and other cities, where well-organized kindergarten systems are in operation will contribute valuable exhibits to this department.

The controversy in which Chancellor Andrews, of the University of Nebraska, is embroiled, has drawn wide attention. A post of the G. A. R. at Kearney, Neb., has recently adopted the following resolution, which is said to represent the local feeling thoroughly:

Resolved, that E. Benjamin Andrews is an unsafe man to preside over the University of the State of Nebraska, and should not only be asked to resign, but should be fired bodily and driven from the state; that he has challenged the contempt of every liberty-loving, loyal citizen of the state, and especially old soldiers, who sincerely cling to the memory of our martyred president, Abraham Lincoln, and we further command all who have taken a stand in opposition to the proposition of erecting a Rockefeller monument on the university grounds.

State Supt. Alfred Bayliss, of Illinois, has collected and published the school law of his state, with annotations. The manual covers every article of the statute law on the Illinois code books, and is invaluable to supervisors for reference use.

Non-partisanship of a practical character has been inaugurated in the Stroudsburg, Pa., school board. The board has these officers: C. B. Keller, Jr., president, and Robert Brown, secretary. By agreement the discussion of party questions that might interfere with the work of the directors in carrying out the non-partisan idea will be strictly barred at all sessions. In the event of the breaking of this rule the offender will be ex-

pected either publicly to apologize or resign.

Dr. T. A. McWhinney, president of Palmer university, at Muncie, Ind., has announced its dissolution. Francis Palmer, of New York city, left \$100,000 to the university on condition that another \$100,000 be raised by Jan. 1. This was done, but litigation stopped the Palmer bequest, and the university has closed.

The University of Virginia has received \$40,000 for a Young Men's Christian Association building, provided an endowment of \$20,000 is raised. The gift has been accepted and the campaign to raise the funds has already begun.

The Indian Territory Teachers' Association met at South McAlester, I. T., on Feb. 19 and 20. Among the subjects discussed were: "Natural Methods," "The Function of the Public High School," "Education of Women," "The Teacher's Duty to the Community," "Waste in Education," "Mission of the Teacher," and "The Preparation of the Teacher."

By the destruction of the Wisconsin state capitol the offices of the state school superintendent and board of state normal school were destroyed. Practically all the records, however, are believed to be safe.

The Association of High School Principals of Northern Chautauqua (N. Y.) county, met at Dunkirk on Feb. 20. The meeting was devoted to a discussion of school laws, and proposed educational legislation. The officers of the association are: Pres., A. C. Andrews, Forestville; Sec'y., P. K. Patterson, Westfield.

The presidents of nearly all the principal colleges in New York state recently attended a hearing at Albany on the bill to give Cornell university \$250,000 for an agricultural hall. With the exception of President Schurman, of Cornell, the college presidents all opposed the grant. Chancellor MacCracken, of New York university; Chancellor Day, of Syracuse university, and President Stryker, of Hamilton college, attacked the policy of the bill, declaring that it was wrong for the state to single out one of its many universities and make that university its beneficiary.

Attorney-General Cunneen has rendered a decision which is rather a blow to compulsory vaccination. He holds that the law requiring public school children to be vaccinated has been obeyed when a child has been inoculated with vaccine virus, even though there is no swelling or soreness to show that the virus has "taken."

### Agriculture at Cornell.

President Schurman, of Cornell, recently appeared before a congressional committee to answer what he termed the "insinuations and statements," made by Secretary Wilson against the university. He said Mr. Wilson had declared that Cornell university received greater federal aid than any other college in the country, and yet did less in the interests of agriculture than any of the others, and that the federal aid was diverted to other branches of learning.

Dr. Schurman said it was true that Cornell, in addition to the \$25,000 which it received from the federal government, the same as all state agricultural colleges, did receive \$34,000, which was interest on the sale of landscrip. This scrip had been acquired by Mr. Cornell, the founder of the university, the same as any other individual might have acquired it, and held by him at great sacrifice and pecuniary loss to himself for the

benefit of the institution. These two amounts, \$59,000 in all, were expended in teaching agriculture and the mechanical arts. In view of this showing, the speaker did not believe Secretary Wilson was justified in having, as he said, "his lash out for a Cornell man every time he saw one."

### Teaching of Morals.

State Superintendent Skinner has declared himself as opposed to the bill before the legislature, which makes the teaching of morality a prominent feature of the public school curriculum. Dr. Skinner says:

"The bill virtually provides for a text-book teaching of moral principles in the public schools. I do not believe such a method feasible, altho I am in accord with the undoubtedly intent of the bill, which is to raise the level of morality among school children. I would have the bill more general and less susceptible to sectarianism, and yet I believe legislation can be designed to improve materially the moral tone of our public schools. The truth is forced home upon us that intellectual training unless balanced by good morals is likely to become a danger to society and to our institutions. But true morality is the basis of religious teaching, and while the task of giving moral training without running counter to sectarian prejudices may seem delicate and difficult, yet even here success may be made to crown the efforts of conscientious and intelligent teachers."

### Traveling Museums.

The aid the American Museum of Natural History is giving the New York city schools is an excellent illustration of the pedagogical ideal of the museum as a supplement to the text-book and classroom. When the new course of study went into effect last September the teachers found themselves without the means of illustrating nature subjects. Many at once appealed to the museum and the directors decided to prepare small loan exhibits for the schools.

So great has been the demand that 170 traveling museums are now in use. These are small, but comprehensive collections of minerals, birds, and animal products of the sea to be used in connection with the nature work. The collections are made by the museum's curators, and accompanying each set is a typewritten book explaining the characteristics of every specimen. The specimens themselves have cards attached for the purpose of identification.

These small exhibits are intended to illustrate seven distinct branches of nature study, as follows: Native birds, native insects, crustaceans, including crabs, and lobsters; mollusks, a family containing clams, oysters, and scallops; specimens of echinoderms, such as starfish, sea urchins, and worms; corals and sponges; minerals and rocks. All the specimens are carefully mounted, the birds on small stumps, branches, or twigs, so that they may be handled by the pupils at their pleasure. The fragile insect and water specimens are placed in flat glass cases.

The notes prepared by the museum's specialists to accompany each exhibit are written in simple language devoid of scientific terms. In the case of the birds, for example, the note-book tells about the bill, nostrils, tongue, the peculiar eyes which enable the bird to look backward as well as forward, the plumage, and how certain colors protect the bird from its enemies. Insects are similarly described, the exhibits including typical representations of seven orders with coons and eggs.

From twenty to twenty-five sets of

each collection are now available, and there is a constant demand for them all. The entire cost of the scheme is borne by the museum. All the school principal has to do is to apply for the particular collections he wishes. They are delivered as they become available. A school is not supposed to keep a set more than three weeks, the usual loan period being two weeks.

#### **Victory for Married Teachers.**

The New York court of appeals has rendered decision in the case of Mrs. Murphy against the board of education, of New York city, which is somewhat of a blow to the latter. In substance, the decision was, that board can not remove a teacher because she marries, nor can the board pass a by-law, making marriage a ground for dismissal. The opinion of the court reads:

"We are of the opinion that, under the charter, the board had no power, either to pass a by-law on the subject or to provide for the compulsory termination of the employment of the teacher, except in the manner pointed out in the statute."

The opinion reviews the powers granted to school boards from 1882 to the present time relative to the removal of teachers, which goes to show that provisions of statute relative to removal are exclusive, and that a teacher can be removed only in the manner prescribed therein. Under the revised charter, the reasons for which a teacher's employment may be terminated, except compulsory retirement, are gross misconduct, insubordination, neglect of duty, or general inefficiency. The court held that the express statement of these conditions makes them exclusive, and that removals, even by the board, cannot be made for other causes.

#### **College Entrance Examinations.**

The following is the list of places where examinations will be held by the college entrance examination board this year:

Alabama—Mobile, the high school; University of Alabama.

Arkansas—Little Rock, office of the school board.

California—Belmont, Belmont school; Los Angeles, the high school; San Mateo, St. Matthew's school.

Colorado—Denver, High School No. 1.

Connecticut—Bridgeport high school; Hartford, Hartford Public high school; Lakeville, Hotchkiss school; New Haven; Yale Divinity school; Stamford, Betts academy.

Delaware—Wilmington, high school.

District of Columbia—Washington Central high school.

Georgia—Atlanta, Boys' high school; Savannah, Hartridge school.

Hawaii—Honolulu, Honolulu high school.

Illinois—Chicago, Northwestern university building; Rock Island, Public high school.

Indiana—Fort Wayne high school; Indianapolis, Shortridge high school; Lima, Howe school.

Oregon—Portland, Portland library.

Pennsylvania—Allegheny, Western University of Pennsylvania; Bethlehem, Preparatory school; Erie high school; Lancaster, Franklin and Marshall college; Mercersburg, the academy; Philadelphia, Drexel institute; Reading, Girls' high school; Washington, Washington and Jefferson college; Wilkesbarre, high school.

Rhode Island—Providence, Classical high school.

Tennessee—Nashville, Vanderbilt university.

Texas—Austin high school.

Utah—Salt Lake City high school.

Vermont—Burlington, Edmunds high school.

Wisconsin—Milwaukee, West Division high school.

England—London, University Correspondence college.

France—Paris, Anglo-Saxon college. Germany—Frankfort, Musterschule. Switzerland—Geneve, 33 Rue de Malagnon.

#### **Athletics in Public Schools.**

In a lecture on compulsory physical training before the League for Political Education, the Rev. Dr. Percy S. Grant emphasized the great need of physical development. He said:

"We cannot correct congested conditions by spreading out our population over the country. The city, congested, unsanitary to a certain degree, has come to stay. The remedy for the unfailing flagging of the race is plain. Compulsory physical training is a necessity. It is the men with strong, perfect bodies who are making the leading mental and moral powers of our country to-day.

"The morality of the University of Pennsylvania has risen in a remarkable manner during the last ten years. This is owing to the adoption of athletics among the students. I find that this increase in morality exists at Harvard, Yale, and other universities, where much attention is given to physical training. There is no public school system for physical training in this country which is thorough, and this is a state of affairs which should be remedied."

#### **New Jersey Child Labor Bill.**

A labor bill is before the New Jersey legislature which deserves the united support of the educational interests in the state. An important section is meeting with opposition. It reads as follows: "No minor under the age of sixteen shall be employed, permitted, or allowed to work, in places coming under the provisions of this act more than ten hours in a day, or fifty-five hours in a week. No minor under sixteen years of age shall be employed, permitted, or allowed to work between the hours of six o'clock in the evening and six o'clock in the

#### **From Philadelphia.**

##### **Philadelphia Salaries.**

A special committee of the Philadelphia board of education has taken final action on the revision of teachers' salaries. A number of changes were made in the schedule already announced. These cover increases of salaries of principals of elementary schools and kindergartens.

The modifications are as follows and are additions to the increased maximum salary of \$770 per annum, to which elementary school teachers are entitled under the new schedule:

Principals of primary schools of not less than six divisions, containing all grades above the second, after ten years' service, \$230 additional, and after fifteen years' service, \$330 additional per annum.

Principals of primary schools of not less than six divisions, with first and second grades only, \$110 additional; after ten years' service, \$210; after fifteen years' service, \$310 additional, per annum.

Principals of primary schools and of primary schools with higher grades, with less than six divisions but having grades above the second, \$130 additional per annum.

Principals of primary schools with less than six divisions, and no grades above the second, \$110 additional per annum, instead of \$80, as at first proposed.

In the kindergartens the old salary schedule commenced at \$350 and the maximum was \$400. Under the revised schedule the maximum is \$470.

morning. Any corporation, firm, or person, permitting or allowing any violation of the provision of this section, shall be liable to a penalty of \$50 for each offense."

This section is opposed by the glass-blowers and canning men of the southern end of the state, and from the textile manufacturers of Passaic county. They say if the sixteen-year-old limit for night employment is made a law it will disorganize their business.

#### **Missouri Notes.**

Of the 23,880 pupils in the public high schools of Missouri, 85 per cent. study mathematics; 80 per cent., English; 60 per cent., science; 55 per cent., history, and 50 per cent., Latin. These five lines furnish 78 per cent. of all the work of the high schools.

There are thirty-two teachers in as many Missouri high schools giving instruction in practical agriculture to 627 pupils. These teachers have had special training for this work in the state agricultural college, or under special teachers in normal schools.

The permanent endowment of the public schools in Missouri amounts to \$13,032,423. This yields an annual income to the schools of about \$750,000. The main support, however, is local taxation.

#### **Japanese Exhibit.**

The educational museum at Teachers College has held a timely exhibition of things Japanese. Its object was to represent, thru Japanese works of art, wares, relics, and the like, the homes, customs, art, education, and industries of Japan. Among the objects on view were photographs illustrating the Japanese military operations in the war with China, and a set of color prints issued in celebration of the victories of the Japanese arms.

Education was represented by the exhibit sent by Japan to the Chicago exposition in 1893. There were complete photographic representations of Japanese home life, town and country scenes, and religion.

#### **From Philadelphia.**

All teachers who have morning classes only are to receive an additional increase of \$20 yearly for five years, making the maximum salary \$570, and all teachers having morning and afternoon classes are to receive \$30 additional each year for five years, making their maximum salary \$770. The revised schedules for high school teachers were left unchanged.

#### **Pensions Under Elkin Will.**

As a last preliminary before dispensing the Lewis Elkin pension fund, the Philadelphia board of education obtained an interpretation of the eligibility clause from the city courts. The fund amounts to about \$1,500,000 and is to pension superannuated school teachers to the extent of \$400 a year. Up to the present time the board has received about 125 applications for benefits under the will.

The suit was brought to determine the meaning of the term, "no means of support," contained in the will. The case brought up in court was that of a teacher who had an income of \$82. The court decided that the burden of passing upon the eligibility of applicants for a pension rests upon the president and secretary of the board of education. They have decided that anything under an income of \$200 per annum entitles an applicant to be considered as without adequate means of support.

To be eligible to benefit by the fund a teacher must have taught in the Philadelphia schools twenty-five years, she must be incapacitated for earning a livelihood, and she must be without adequate means of support.

## Chicago News Letter.

Chicago teachers to the number of 3,409 compose 107 classes in normal extension work. Among the subjects studied are psychology, philosophy of education, history of education, history, mathematics, manual training, household arts, German, and French. There are more classes in manual training and domestic science than in any other branches.

The original effort committee of the Chicago Principals' Association is preparing a report on the original effort on the part of school pupils. The general conclusion reached is that the study of grammar, arithmetic, and geography should be second to the study of industrial arts for boys between ten and twelve. This finding is based upon the following propositions:

The average newsboy is smarter than the average schoolboy. The country boy of twelve years has a better practical knowledge than the city boy of the same age. The teaching of the principles of plumbing, constructing houses and street cars is better for obtaining original effort on the part of the pupils than conning books.

The necessity for instruction in morals is receiving recognition from many sides in these days. The late Thomas D. Lowther, of Chicago, for instance, has left his estate to the city for such work. His will reads:

"I return to Chicago all I have derived from Chicago, and in doing so I am glad to be able to recognize the obligation that rests upon all good citizens to contribute voluntarily, according to their means, toward the moral education of the people, which is most needed and is not provided thru our taxation and public schools.

Prin. John T. Ray, of the John Crerar school, Chicago, is championing the re-adoption of corporal punishment in the public schools. "Moral suasion," he declares, "has no more effect on the average schoolboy than a rain shower on a flock of ducks. It is time that we threw off the yoke of namby-pamby theories and took active steps to secure the re-adoption of corporal punishment in Chicago schools. It may be humiliating, I admit, but it is a grim necessity. If the lash were used freely in the schools there would be less boy bandits and desperadoes."

The students of Armour institute, Chicago, held a jubilation over the recent gift of J. Ogden Armour to the great technical school. They have been apprehensive that the institute might be annexed by the University of Chicago. The students believe that the school is in no danger now of being gobbled up by what they term "The Midway Octopus."

It is said that the favorite motto with many of the boys is, "No oil for us—lard is good enough," a defiance to Rockefeller and Harper.

The sexes at Northwestern university are to be segregated. Two large conversation parlors are to be provided—one for the girls and one for the boys—at extreme ends of the long corridor in University hall. Between lectures the men will confine themselves to their parlor, while the girls must retire to theirs. The professors have repeatedly protested against the conduct of students between lectures.

According to the plans announced by President Harper, the University of Chicago's convocation week is to be the most elaborate celebration ever planned by that institution. The German ambassador, Baron Von Sternburg, will attend, and the occasion will mark the assembly of thousands of German-American

icans in Chicago. Five German scientists of the schools of law, philology, history, medicine, and theology, sent by the German government, will be special guests and will receive the degree of LL.D.

## Opposed to Kindergarten.

"I am firmly convinced that the kindergarten is an institution that helps, more than any other, to destroy our child life and to promote physical weakness, and it is the great culture ground of the

great white plague, consumption."

This declaration was recently made by Dr. Farrell, of Cook County, Ill., hospital.

"I realize," he continued, "that I have attacked and tried to shatter popular idol. Nevertheless, the I may be a false prophet, I believe the day of the kindergarten is about ended. I am told the kindergarten keeps the children off the streets. Perhaps this is true, but children rarely contract consumption or other diseases in even the foulest street. It is the foul air of the school-room which is dangerous."

## Educational New England.

Boston university has received, by the will of the late James A. Woolson, of Cambridge, Mass., \$625,000. Exclusive of this amount the endowment of the institution is slightly more than \$2,000,000.

Prof. Charles H. Haskins, of the mathematical department of the Sheffield Scientific school, Yale university, has resigned on account of ill-health.

The trustees of Dartmouth college have voted to reproduce Dartmouth hall, which was recently destroyed by fire. The sum of \$250,000 is to be raised for this purpose at once.

The main feature of the Yale exhibit at St. Louis will be a full representation of the old campus—the buildings, old fence, and gates standing out in relief. Large photographs of the Yale buildings, and engravings of the Yale alumni will also be shown. There will be an exhibition of forest school work, and a reproduction of a pterodactyl, an extinct animal, which has never before been exhibited, will be shipped to the exposition from the Peabody museum.

About 200 members of the Teachers' School of Science Association met in Boston on Feb. 25. Prof. Charles S. Minot, president of the Massachusetts Natural History Society, spoke appreciatively of the work of the school, particularly in the habit of accurate observation and thinking acquired by children whose teachers have attended it. Prof. George H. Barton, curator of the Teachers' school, said that at the present time about 250 students are attending the three classes, which meet every Saturday.

Arthur P. Briggs, of Natick, has been appointed principal of the Wadleigh grammar school, in Winchester, Mass., to succeed Louis J. West, resigned.

Separate schools for colored children seem a probability in Boston. The matter was discussed at a recent meeting of the school board, and at the next meeting it is expected that provision will be made for a separate school. The repeated charges of race prejudice made by colored parents and pupils and tacitly admitted by white teachers is the cause of this action.

The leaders among the colored people have been stirred up about the matter for sometime, and have declared that Boston is the most anti-negro city in America. Recently a delegation of colored women publicly accused, by name, eighteen teachers who were said to act in a hostile manner toward colored children.

## Lectures on the Bible.

"The Bible as Literature" is the subject of a course of lectures now being given before the Twentieth Century Club of Boston, by Prof. Richard G. Moulton, of Chicago. This is a subject which has been brought before the educational world of late by the advocates of the Bible in the public schools, even if it has to get there in the guise of literature. The Twentieth Century club deserves

the thanks of the teachers for giving them the opportunity of seeing this important subject in a new light. Probably no teacher left the first lecture of the course on Feb. 6 without a new point of view of this subject.

Professor Moulton's address was in substance as follows:

"The literary student of the Bible knows that as there are epics, lyrics, and sonnets in the literature of Greece and Rome, so there are the same in the Bible. For example, in the fourth chapter of Judges he will find a history, and in the fifth a lyric, which should be set with music, dancing, singing in chorus, and the other accompaniments of lyric performance. The literary study of the Bible is, then, the new light that is brought to bear upon the book when each part is read in its exact literary structure and form. An exact comprehension of the literary form of the Bible is necessary in order to get at its spirit, and the interpretation of what is set forth. Ignorance of the right literary form may lead to serious errors.

"The Bible is the worst printed book in the world. It is well printed as regards type, paper, and binding, but in all literary forms have been destroyed. The revised version is but a step in the direction of true literary form. The old versions of the Bible present the book in one monotonous arrangement of numbers, chapters, and verses, not distinguishing literary forms and often running counter to them. It effaces all forms of literary structure, and it presents the appearance not so much of a sacred book of revelations as of a divine scrap-book.

"At the present time the reader of the Bible must be his own theater, and must add interpretation of perspective to interpretation of commentary. He must take a whole book at a sitting. There is no doubt that the Bible needs literary study, but literature stands most terribly in need of the Bible, which is one of the two great foundations of our English literature. The other foundation is the Greek and Roman classics.

"The sacred Hebrew and the classical Greek and Latin are the ancestors of our literature. The Renaissance brought the classical to the front, and it has always maintained its place. The Reformation brought forward the Bible, but to-day only one finds full recognition. The other equally potent factor is conspicuous by its absence. Culture is lopsided, the paganism of the Renaissance still clings to us, and we shall not escape from it until we put the classics and the literary study of the Bible side by side."

There are many important uses for antikamnia tablets. Everybody who is out in the sun should take a five-grain antikamnia tablet at breakfast and avoid entirely that demoralizing headache which frequently mars the pleasure of an outing. This applies equally to women on shopping tours and especially to those who invariably come home cross and out of sorts, with a wretched "sightseers" headache."—The Chaperone.

## In and Around New York City.

The regular meeting of the New York Schoolmasters' Club will be held at the St. Denis on Saturday evening, March 12, at 6 P. M. The program includes addresses by Mr. Sadazuchi Uchida, Japanese consul of New York, the Rev. S. Parker Cadman, of Brooklyn, and Dr. J. Takamine.

The regular March meeting of the Schoolmasters' Association of New York and vicinity will be held at New York university, Washington square, on Saturday, March 12, at 10:30 A. M. Prof. George P. Baker, of Harvard college, will speak on "The Mind of the Undergraduate." There will also be a report from the committee to "Suggest rules for the government of athletic relations among the schools." It is announced that Pres. Harris, of Amherst college, will address the April meeting.

The Associated Local School Boards have begun an investigation of the bill to reorganize the New York city school system. As the boards are at present practically powerless, and the new law grants many powers, the boards will probably favor this legislation. The association has petitioned the mayor and the assembly not to approve the plan for erecting temporary school buildings in the parks.

The local school boards have sent in their semi-annual recommendations. Among the more important are the following:

District No. 9—New building to replace No. 38, and a building to relieve Nos. 113, 38, 125, and 3.

District No. 17—Calling attention to the fact that the district is the only one in the city without a kindergarten.

District No. 25—In P. S. No. 11 classes have to be held in the assembly room.

District No. 30—Opposing the plan to put cleaners' and janitors' employees under civil service, as the expense will be increased enormously, without any compensating advantage, and less satisfactory cleaning will surely result.

Plans have been filed for the construction of a playground in the rear of the New York Truant school. It is to be forty-four by ninety-eight feet and will be enclosed with high brick walls. Part of it is to be sheltered, the whole structure costing about \$3,000.

Prin. William Rafferty, of P. S. No. 19, Williamsburg, is following up his crusade against cigaret smoking among the boys of his school. He began this work some months ago, when he had several men and women in court for selling cigarettes to boys. They were not prosecuted because they promised to sell no cigarettes to minors. Since then the principal has kept up his work quietly, and has gained the secret co-operation of many parents. As a result a dealer was brought to court on Feb. 29 to answer to the charge of selling cigarettes and was held for examination. Meanwhile Principal Rafferty says he is going to get more warrants.

A bill has been introduced at Albany which is ostensibly to remedy a mistake in the educational budget for 1904. In reality it is intended to do much more. The bill provides that between Jan. 1 and May 1 the board of estimate shall have the power to reopen and modify the budget for 1904, so far as relates to the appropriation for the department of education. It is also to have the power to increase that appropriation to any extent that the board of education, by a two-thirds vote, shall approve. If this bill is passed it is believed that the present administration will make up for the cutting down of the school appropriations.

A large number of claims are being filed with the board of education by teachers who believe that they are entitled to rating as assistant to principal, and to the salary of such position. Many of these claims are valid, but the board of superintendents has found others where there is room for doubt. In the latter cases many teachers have secured counsel and are prepared to carry the matter to the courts, if necessary.

A special precaution for the safety of the children in the public schools has been taken by Police Commissioner McAdoo. This is to place all the low pressure boilers of the steam-heating plants in the public schools under police inspection. The sergeant in charge of the boiler squad will issue permits to school janitors to operate steam-heating boilers, carrying not over ten pounds of steam.

The child study committee of the Associate Alumnae of Normal college held a conference on atypical children on Feb. 26. Among the subjects and speakers were: "Classification of Defectives," Mrs. Anna Garlin Spencer; "The Atypical Child in the New York City Public Schools," Dr. Elias G. Brown; "Fragmentary Remarks on Methods," Dr. M. P. E. Groszmann; "Method of Work Here and in Great Britain," Miss Elizabeth E. Farrell.

The annual report of the Educational Alliance has recently come from the press. The idea of the work of the association is never to "unnecessarily duplicate," but always consistently supplement, work carried on by other institutions of the city. The report makes special mention of the preparatory work for the education of the child immigrant. From these Baronde Hirsch preparatory classes for immigrant children, as they are named, 476 pupils were promoted to the public schools during 1903.

Auditor Cook, of the board of education, has prepared a financial statement showing the total appropriations for buildings, additions, and sites since consolidation. According to these figures the balance now on hand is \$66,734. Since 1898 the board has received \$34,024,622 for school buildings, additions, and sites, and of this sum \$29,800,024 has been appropriated. Actual payments amounting to \$22,239,183 have been made, while the contract liabilities amount to \$7,560,840. These liabilities include the payments still due on contracts under way, for which provision must be made in advance.

John S. Roberts was installed as principal of P. S. No. 75 on March 2. Speeches were made by Superintendent Maxwell, Mr. Roberts, District Superintendents Julia Richman and Edward W. Stitt, Principal Sheppard, of the High School of Commerce; Principal Boyle, of P. S. No. 103, and First Assistant Adams, who has taught in P. S. No. 75 since its organization.

The formal installation of Thomas J. Boyle as principal of P. S. No. 103, Manhattan, took place on February 26. Dr. John Dwyer, district superintendent, presided. Addresses were made by Drs. Chickering and Bienenfeld, of the local school board; District Supt. Joseph S. Taylor, Miss Sarah J. Burke, Prin. C. A. Kidd, P. S. No. 184; Prin. John J. O'Reilly, P. S. No. 96, and Prof. James Kiernan, of the normal college.

An effort is being made by boards of trade in the Bronx to hold a mass meeting to protest against the present course of study. The supporters of the movement claim that children's time is wasted in useless studies, boys being taught

how to sew, cook, cut paper patterns, etc. The agitators hoped to show that time is wasted in the schools.

Superintendent of Buildings C. B. J. Snyder, has filed plans for increased fire protection in P. S. No. 3, in the Bronx. New fire escapes are to be built and windows converted into additional exits. The improvements will cost \$3,500.

## Radical Changes Proposed.

A bill is now before the legislature of New York state to reorganize completely the board of education of Greater New York. It was drawn up by persons interested in the public schools, and their idea has been to include such changes in the school system as the experience of the last few years has proved to be necessary. The bill abolishes the present board of education, and creates, instead, a board of fifteen members, to be appointed by the mayor, but at least two-thirds of the new members must be members of the present board of education. The president of the board will be a salaried officer, to be appointed by the mayor, and will be the administrative head of the school system, with such duties as the board of education shall determine.

Borough autonomy of the schools is provided by creating borough school boards, whose members shall be the chairmen of the now existing local boards, which are continued. In addition, administration bureaus are established in each borough. The borough boards are to have the power of nominating principals and teachers, and of taking action upon recommendations of the local boards. The present system of appointing from the eligible list is to be continued. The central board of education will be given the power to nominate for the higher positions.

The present board of superintendents is to be abolished and its powers delegated to the board of education, the borough boards, or directly to the city superintendent. The members of the board of superintendents are to retain their positions as associate city superintendents, and will be assigned to duty in the boroughs or to special work. The city superintendent will have the powers of the present board of superintendents to establish rules for promotion, graduation, and transfer of pupils, to approve textbooks and supplies, and to direct the methods of teaching.

The board of education is to designate the kinds and grades of licenses, and the professional and academic qualifications for the same, and will determine what examinations shall be held for such licenses. Teachers are to be appointed by the central board upon the nomination of the borough boards. Principals and teachers cannot, under the bill, be transferred from borough to borough without their consent. Provision is made to increase the allowance for the general school fund from three to three and a half mills. All officers and employees of the board of education and the members of the local school boards are retained in office.

## Curious State of Affairs.

Controller Grout's annual report shows a curious state of affairs as regards the board of education. The board has, unexpectedly, an unexpended balance of \$2,209,000. Many items of this amount are for courses of study which the board has contended would have to be discontinued at once, unless an increase were granted over last year's appropriation. In the matter of supplies, where there has been so much criticism, many critics holding that there was vast room for

economy, the report shows that the board kept \$171,000 within the appropriation. For public lectures, one of the activities which the board of education resolved to abandon unless more funds were available, there was a surplus of \$22,000—the whole amount expended being but \$53,000.

### Educational Council.

"The Art and Craft of Reading," was the subject of an excellent address by John Cotton Dana, librarian of Newark, N. J., at the recent meeting of the New York Educational Council. Mr. Dana emphasized the importance of reading, showed that our people do not read enough, and described some ways in which the school could correct this fault. He said in part:

"During the past years, beginning with the Reformation, there has been a decrease in respect for authority. This is natural enough, as the result of questioning religious and political opinions has meant the decline of respect for the moral sanction. With this movement has come a great increase of information, which has been the cause of the growth of a tremendous individualism. If the decline of respect for authority can be cured at all, it can only be cured by giving more information and thus increasing individuality. More knowledge alone can set less knowledge aright.

"The ways for men to acquire right consideration of things are three: observation, conversation, and reading. Ninety-five per cent. of our people never have a training which teaches them to see things so that they gather what they should. Ninety-five per cent. never have a training in conversation. This is to be regretted because it is the highest form of education. So by reading alone is it possible to open a way to that many-sided interest which makes for morality and individuality.

"The age of books is just beginning. Even in this country only one-seventh of the people read newspapers. Comparatively few read books. We hardly have one single, scholarly review of life. In fact this country has failed to become what it thinks it is, a country of readers on a high plane.

"Reading means two things, habit and skill. Skill in the ability to read rapidly and understandingly. The art of reading is more common than the craft. The art is reading where we at least get an emotion; the craft where we read understandingly, and seeing that what is meaningless is meaningless. Altho we plume ourselves that we devote ourselves to the craft of reading, we do not. This is shown by our 'isms,' and 'ologies,' and by following leaders who seem to say something but really do not.

"The school and teacher are the most important factors in teaching skill in reading. The teacher who has control of the children from six to fourteen holds the key to the situation. During those years habits are formed and formed to stay. But we are not taking advantage of our opportunity, for we are not training the teachers so that they can direct the reading habit intelligently. One of the best things that we can do is to encourage the study of the art of reading and control of books among pupil teachers."

In conclusion Mr. Dana described a number of ways for co-operation between the public school and the public library. The officers of the association have arranged an attractive program for the remaining meeting of the year. Pres. Woodrow Wilson, of Princeton, will speak at the March meeting; Superintendent Balliet, of Springfield, Mass., at the April meeting, and President Finley, of City college, in May.

### Teachers' Examinations.

All persons who desire to have their names placed upon the eligible list for evening school teachers are to be examined by the board of examiners between February 26 and March 11. This includes applicants for elementary and high school licenses. There is an especial demand for teachers in the following elementary subjects: Stenography, bookkeeping, freehand, architectural and mechanical drawing, cooking, millinery, sewing and dressmaking, common branches, and English to foreigners.

On April 11 there will be an examination for license as special teachers of music in the elementary schools. The candidates, who must be at least eighteen years of age and less than thirty-five, must have the following qualifications: (a) Graduation from a satisfactory high school or an equivalent academic training; (b) the completion of a course of professional training of, at least, two years; (c) three years' experience in teaching music, or six years' experience as a class teacher of common branches, teaching music a portion of the time. All applicants must pass examinations in the following subjects: Musical science, elementary harmony, sight singing, voice training, methods of instruction.

On April 13 candidates will be examined for license as teachers of shopwork in the elementary schools. A candidate must have been graduated from a satisfactory high school, or received an equivalent academic training, and completed a two years' course of professional training, or graduated from a satisfactory college course which included shopwork.

On April 18 and 19 there will be examinations for kindergarten license. A candidate must have the qualifications either under (a) or (b) following: (a) Graduation from a high school or equivalent academic training, and the completion of a satisfactory course of professional training of at least two years, one of which

has been devoted to the principles and practice of the kindergarten. (b) Satisfactory academic training, and the completion of a satisfactory course of professional training of at least one year in the principles and practice of the kindergarten, followed by two years' successful experience in kindergarten teaching.

### Text-Book Royalties Again.

A hearing on Comptroller Grout's text-book bill was given on March 1 before the senate cities committee. Former Borough President Swanstrom appeared for Superintendent Maxwell and argued that the superintendent or school employees should be allowed to receive royalties from text-books. He characterized the bill as a despotic measure, as it gave the comptroller the power to pry into the private affairs of Superintendent Maxwell.

Mr. Grout said in reply that the school system of New York city was William H. Maxwell. The participation in royalties received from text-books by the superintendent and the principals was reaching the proportion of a scandal, and the text-book business in New York was becoming a monopoly.

### Evening School Teachers.

The Evening School Teachers' Association held a meeting on Feb. 25. District Supt. Matthew J. Elgas made the principal address. He advocated the organization of evening technical or trade schools in which there should be classes in machine shop practice, tool making, plumbing, pattern making, and woodworking, in addition to classes in mechanical drawing, magnetism, electricity, and the higher mathematics. He urged the teachers to stop agitating for higher salaries, and expressed himself as opposed to the application of the Davis law to the evening schools, where salaries were already liberal.

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The people living south of Mason and Dixon's line have had just ground for the complaints which they have made concerning the very large amount of space given in school histories to the incidents of New England history and the relatively small amount of space given to the equally important historical events most intimately concerning the people of the South. Mr. Waddy Thompson, of Atlanta, is the author of *A School History of the United States*, in which these errors of proportion are avoided, and which has other sterling qualities—accuracy, breadth, fairness, and interest. The book will be published by Messrs. D. C. Heath & Co., of Boston.

Rates to St. Louis World's Fair.  
Tickets to be sold at very low rates via Pennsylvania Railroad.

For the Louisiana Purchase Exposition, to be held at St. Louis, Mo., from April 30 to December 1, 1904, several forms of excursion tickets to St. Louis will be placed on sale by the Pennsylvania Railroad on April 25, as follows:—

Season tickets, good to return until December 15, 1904, to be sold daily at rate of \$38.80 from New York.

Sixty-day excursion tickets, final limit not later than December 15, 1904, to be sold daily at rate of \$32.35 from New York.

Fifteen-day excursion tickets to be sold at rate of \$26.25 from New York.

Tickets of the forms named above will be sold from other stations on the Pennsylvania Railroad at proportionate rates.

Ten-day special coach excursion tickets will be sold on May 10, and on other dates to be announced later, good going only on special coach trains, or in coaches on designated trains, and good returning in coaches on regular trains, at rate of \$20.00 from New York, \$18.50 from Philadelphia, and proportionate rates, approximating one cent per mile, from other points.

Excursion Tickets by Variable Routes. Season tickets and sixty-day excursion tickets will be sold via variable routes; that is, going by one direct route and returning via another direct route. Variable route tickets will be sold applying through Chicago in one direction at the same rates as apply for season and sixty-day excursion tickets to St. Louis, going and returning via the direct routes.

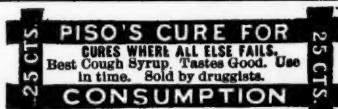
On all one-way and round-trip tickets, reading to points beyond St. Louis, a stop-over of ten days will be permitted at St. Louis on payment of a fee of \$1.00 and deposit of ticket.

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Income from Interest and rents	\$635,250.10	\$1,394,496.90	\$759,246.80	119.52
<b>TOTAL.....</b>	<b>\$3,582,766.39</b>	<b>\$7,530,750.84</b>	<b>\$3,947,984.45</b>	<b>110.19</b>
Assets, December 31.....	\$14,480,480.80	\$33,590,999.39	\$19,110,518.59	131.97
Amounts Insured, Dec. 31	\$83,760,969.00	\$169,668,456.00	\$85,907,487.00	102.56
Surplus, December 31	\$1,020,316.96	\$2,647,491.38	\$1,627,174.42	159.48

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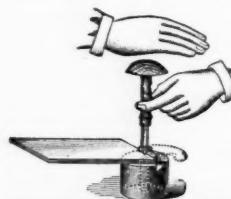
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A collection of short stories by Henryk Sienkiewicz, the well-known Polish author, is announced for publication this spring by Little, Brown & Co., the authorized publishers of Sienkiewicz in this country. These stories have been translated by Jeremiah Curtin, who has just paid the great Polish author a visit at his home in Warsaw. The title of the book will be "Life and Death and Other Legends and Stories," the initial story, "Life and Death," a Hindu legend, being Sienkiewicz's latest work.

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Prof. C. H. C. Wright, of Harvard, has prepared for the Macmillan Company a little book entitled "Selections from Rabelais Gargantua," for the "edification of ingenuous youth. The task seems daring, but Professor Wright has found it possible to draw from the first book enough of the text to enable young readers in French to make the acquaintance of one of the greatest of French literary artists.

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## Monthly Magazines.

Who wrote "Mary Had a Little Lamb"? Not Mother Goose, as many persons suppose. There are two claimants to the authorship of the immortal jingle: John Roulstone, who is said to have written the lines to Mrs. Mary E. Tyler, and Mrs. Sarah Josephine Hale. Richard Walden Hale, a great nephew of the latter, has explored the evidence and prepared the results of his investigations for readers of the March *Century*. He explains fully the "Tyler myth" and its improbabilities, and tells in detail the story of Mrs. Hale's writing of the children's classic.

A frontispiece portrait of Herbert Spencer is one of the attractions of the *Popular Science Monthly* for January. Among the topics treated are "The College Course," "The Eruption of Pelee," "Immigration and the Public Health," "Voice, Song, and Speech," etc.

Our readers who are studying nature should read that superb magazine, *Birds and Nature*. The plates show birds and other wild creatures true to coloring and life. The January number is an unusually fine one.

A notable contribution to the current number of the *Southern Workman* is an address by Chancellor Hill, of the University of Georgia, on "Southern Education a National Responsibility." Among the other articles are "Indians Who are Helping Themselves"; "The Creation Myth of the Diegueño Indians"; "The Negro Young Men's Christian Association," and "Turkish Censors and Bible Printing."

*Country Life in America* for January has a splendidly illustrated article suitable to the time of year, in the series of "Country Homes of Famous Americans." Edgar Mayhew Bacon writes of the Haverhill and Amesbury homes of John Greenleaf Whittier. There are also articles on "A Michigan Peach Farm," "The Mind of a Horse," "In the Ducking Blind," "A Hundred-Dollar Greenhouse," etc.

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